

ATHLETIC JOURNAL

Vol. XXVIII, No. 4

December, 1947



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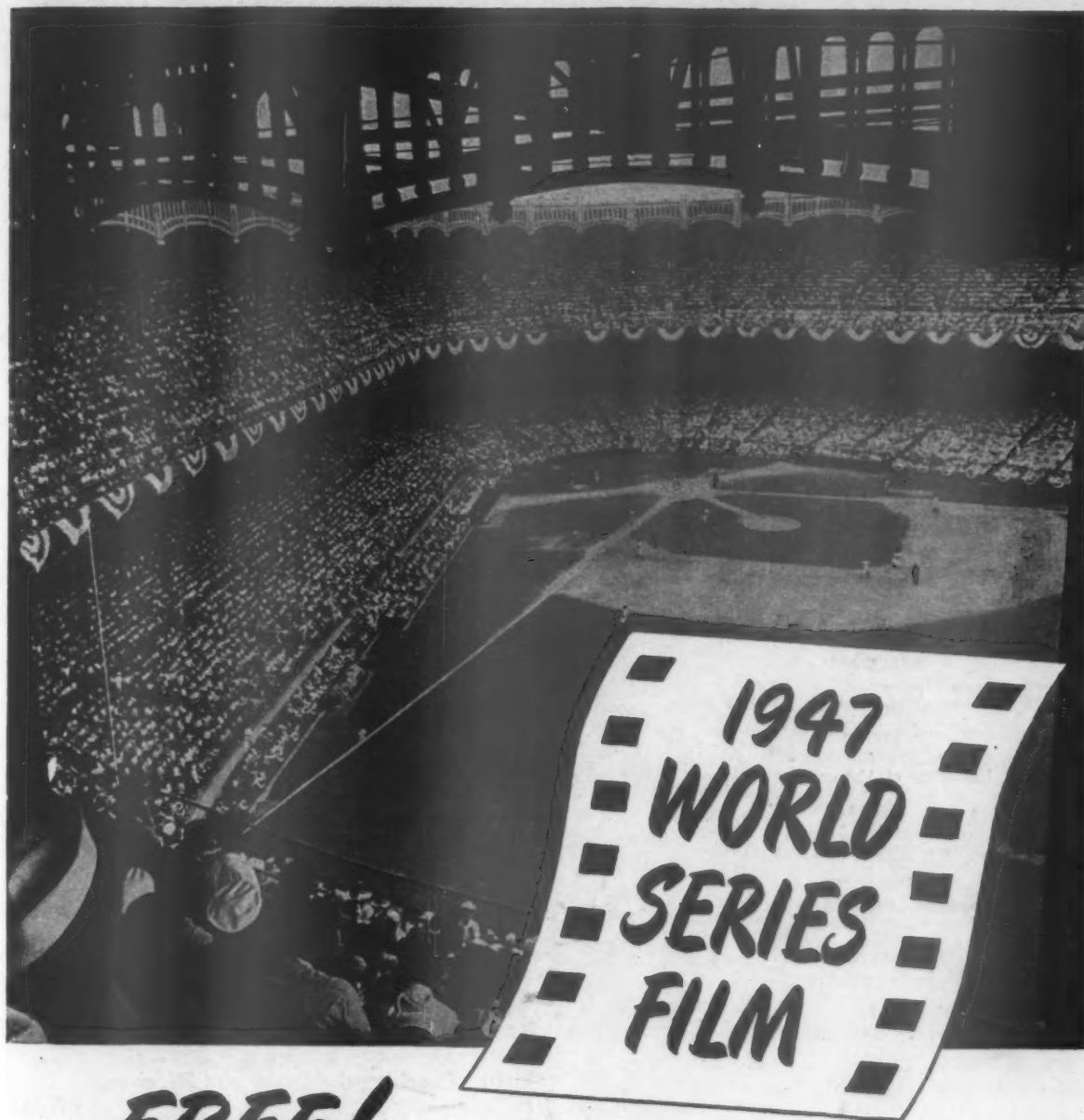
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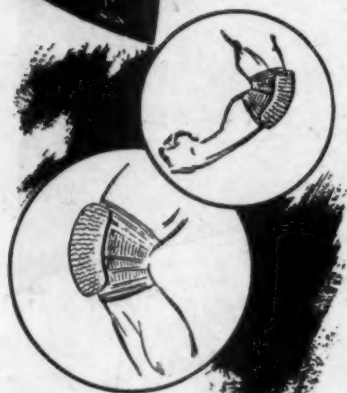
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THE BEST TEAMS ARE BEST EQUIPPED!

from here and there



CARL (DICK) ESLEECK, football
coach at Woodrow Wilson High
School, Portsmouth, Virginia, has been ap-
pointed head football coach for the 1948
season at the University of Richmond.

He succeeds John Fenlon who is to become
physical education director of the Freder-
icksburg, Virginia, public school system.
... Down south of the border they have
solved the equipment problem. The uni-
versities play football from October to
December and then hand the equipment
down to the prep schools who play from
February to April. The equipment is then
passed on to the high schools who use it
in June and August. The equipment, that
is what's left of it, goes back to the uni-
versities for another season. ... The
Massachusetts sports writers use a rather
unique system to determine state cham-
pionship teams in football. Each win over
a Class A team counts ten points, a win
over a Class B team, eight points, a win
over a Class C team six points, and a win
over a Class D team four points. A
team's total points are then divided by
the number of games to arrive at a point
rating for each team. This seems to pre-
vent a team playing a heavy schedule from
suffering in comparison with a team play-
ing a relatively light schedule. However,
using this system, a team with a win over
a Class D team would rate higher than a
team that lost all Class A games, and this
might or might not be right.

RECENTLY Swarthmore College
staged a game of "Australian Rules"
football. The teams are composed of
eighteen men, with a field 200 yards by
150 yards, 25-minute quarters with no
time outs, and only two substitutes al-
lowed. Blocking and tackling are the
same and the ball must be bounced every
ten yards when a player is running with
it. The Swarthmore announcement con-
cludes that this is the most important
importation from "down under" since the
kangaroo, and we believe it, especially
when they dribble a football. ... Emile
Palombo, Boston University graduate, has
been appointed assistant football coach at
Lynn, Massachusetts, Classical High
School. He will be the first full-time as-
sistant that Bill Joyce has had in twenty-
four years at Lynn Classical. ... Donald
McNeil, athletic director and hockey
coach at Hamden, Connecticut, High

School, has been appointed freshman
hockey coach at Yale. He will also con-
tinue to coach Hamden High School which
has won six straight championships.

WISCONSIN is one of the few states
which provides for a free-throw
match among the five players of each
team to settle a tie if such is the case after
two overtime periods. This ruling has
been in effect for nineteen years. ...
Boston experimented with football jam-
bores for the Greater Boston League,
Suburban League and the Catholic League.
In these jamborees, teams would play one
or two quarters against teams they did
not meet in the regular season. This
proved so satisfactory that a number of
jamborees will be held before the start of
the basketball season. ... Peter Waters,
former Manhattan College track coach,
has been appointed to assist Bernie
Wefers in preparing the New York Ath-
letic Club track team for the Olympic
try-outs. Waters' Manhattan teams won
the I. C. 4 A. indoor track championship
four times and the cross-country team
title three times.

BELOIT College has completed its new
\$200,000 field house and auditorium.
College officials located an army surplus
hangar, all crated for shipment overseas.
This they bought for \$11,000 and covered
it with concrete. In addition to the bas-
ketball floor, there is a cinder running
track and a sixty-yard straightaway. The
field house will seat approximately 3000.
... Bob Batchelor who coached Loyola
to the North Side Catholic League Cham-
pionship in Chicago, played guard at the
University of Detroit in 1940. Among his
stars is the son of Elmer Layden, former
fullback of the Four Horsemen. ...
Wimbley Stadium, which will be the site
of the 1948 Olympics, was built in 1923,
and will hold over 99,000 people. ...
Lord Burghley, 400-meter hurdle cham-
pion in the 1928 Games, is chairman of
the Organizing Committee for the London
Games.

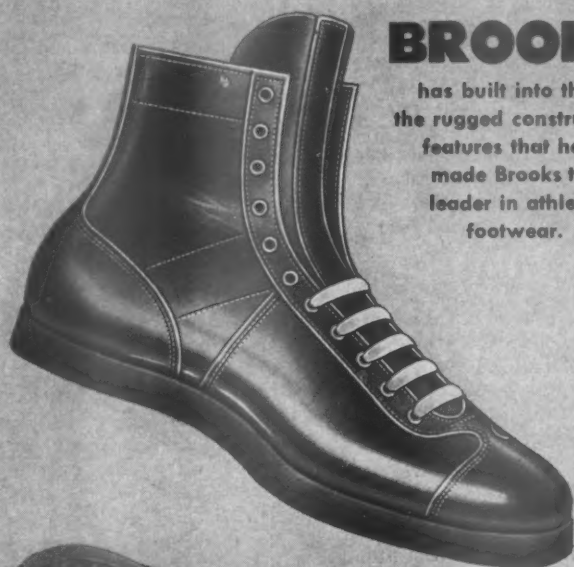
BOB SALMONS, the new basketball
coach at Queens College, will be re-
membered as the former hoop star at
Murray State Teachers College in Ken-
tucky. ... George Grimshaw, end coach
(Continued on page 53)

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A-8

Broad-Jump Olympic Champions

By George Bresnahan
Track Coach, University of Iowa

Past Olympic Winners

IN THE 40-year span, from the revival of the Olympic games to the XI Olympiad in 1936, the improvement in the running broad jump performance exceeded 5½ feet.

The versatile Ellery H. Clark (U.S.A.), leaped 20 feet, 9¾ inches, to win in 1896 at Athens. It is worthy of note that Clark is the only individual to turn in an Olympic championship in the running high jump (1896), as well as in the running broad jump.

Alvin C. Kraenzlein (U.S.A.), bettered the record in the second Olympiad at Athens, by covering 23 feet, 6⅞ inches. Kraenzlein, in addition, won both the 110-meter high hurdles, and the 200-meter low hurdles, the latter event now omitted from the Olympic program.

Myer Prinstein (U.S.A.), who established an Olympic broad jump mark of 24 feet, 1 inch, in the 1904 games, and who repeated in the 1906 contest at Athens, has the distinction of being the only Olympic jumper to win a second broad jump title.

Frank Irons (U.S.A.), in 1908 at London cleared 24 feet, 6½ inches, and four years later at Stockholm, A. L. Gutterson extended to six the first places won by representatives of the United States.

In 1920 the surprise winner, at least a shock to many Americans at Antwerp, was William Pettersen (Sweden). This was the only time in the history of the modern Olympic games that any but a competitor from the U.S.A. had won first place in the broad jump.

At Paris, in 1924, De Hart Hubbard (U.S.A.), climaxed a successful college season with a running leap of 24 feet, 5¼ inches. A new Olympic jump mark of 25 feet, 4⅜ inches, was the reward of Eddie B. Hamm (U.S.A.), at Amsterdam in 1928.

In 1932 at Los Angeles, Edward L. Gordon (U.S.A.), won first place with a mark of 25 feet, ¾ inches. Gordon had previously placed seventh in the 1928 games through his clearance of 23 feet, 9 inches.

At Berlin, in 1936, Jesse Owens (U.S.A.), came through in triumph after encountering difficulty with his approach in the preliminary round. His clearance of 26 feet, 5⅞ inches in the final trials represents the present Olympic standard.

Following the 1936 games in Berlin, the International Olympic Committee award-

ed the 1940 contest to Tokyo. Because of the so-called "China Incident," Japan was unable to proceed with the games, and soon thereafter, the 1940 games were re-assigned, this time to Helsinki, Finland.

The Finns called in for technical advice Bill Henry of Los Angeles, famous for his splendid contribution to the 1932 games, and spent substantial amounts for preliminary preparations. Apparently plans were progressing smoothly for Olympiad XII. When the Russian hostilities engulfed the Finns, organization plans for the Olympic games of 1940 were permanently shelved. Not until the end of the conflict in 1945 did the international sports-governing bodies consider holding the 1948 games.

From a number of cities submitting bids for the XIIth Olympiad, the committee accepted the invitation of London, and so the major nations of the world, with the possible exception of Russia, are making plans to send competitors. The consensus is that Britain has undertaken a sizable task, when one considers the shortages of housing, food, and building materials in England.

Prospects for 1948

These questions arise at this time: Are there any broad jumpers in the U.S.A. capable of clearing 25 feet or better in 1948? If so, how will they compare with those of other nations?

A search of the few records available on foreign broad jumpers indicates that there are top-flight jumpers scattered over the globe.

During the 1946 season Great Britain produced Adedoyin who cleared 24 feet, 3¾ inches. Russia reported that Kusnetsov jumped 24 feet, 7 inches.

From Sweden came the story of a jump

(Continued on page 52)

GEORGE BRESNAHAN did his collegiate running under Tom Jones and has done most of his coaching at the University of Iowa, where he has produced a number of champions. Last spring George handled the Big Nine contingent in their meet with the Pacific Coast Conference. Bresnahan collaborated with W. W. Tuttle on the track bible "Track and Field Athletics." The book has just been revised and released by the publishers.

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How to Coach DEFENSE

by
Everett S. Dean
BASKETBALL COACH
STANFORD UNIVERSITY

THE old game of basketball is still made up of two departments, offense and defense. It is hard to argue against *balance* and that seems to be the game's greatest need at the present time. Balance between offense and defense is better in some sections of the country than in others. In speaking of balance, I do not mean a 50-50 ratio of offense and defense but rather a reasonable ratio in favor of offense.

It is generally acknowledged that individual guarding technique is the backbone of good defense. The only way that technique can be acquired is through hard work and by definitely planned defensive workouts. These workouts should come often and should be strenuous during the early part of the season. Defense is a more constant factor than offense, hence the importance of having something solid and stable on which to fall back, when the offense is not "clicking." Weak defensive teams seldom win tournaments, which is one proof for good balance between offense and defense.

We try to teach individual defensive fundamentals through many defensive game condition drills. Some of those drills will be explained and diagrammed here. These methods are especially recommended for new and inexperienced coaches.

Early in the season when we start defensive work, a mimeographed list of fifty defensive fundamentals is passed out to each player. He is asked to keep it some place about his desk or in his notebook along with other similar material. This material is also placed on the bulletin board in the dressing room. It is important that as many different coaching methods as possible be used to get over the ideas.

During the first week of practice a mass defensive drill is presented. This mass drill proposes to teach effectively the *fundamental position* of defense. The players are lined up in three or four horizontal lines, one line behind the other, facing a squad leader. (Diagram 1.) The drill is a twelve-count exercise which brings out the fundamental position, the approach to the right and to the left with the boxer's stance, the retreat to the wrestler's stance, the slide step to the side with proper use of the arms in both stances. This mass drill gives practice on most of the footwork of defense. The squad leader or a senior player should be the captain. Each

movement is given on command by the leader. The drill is an excellent leg conditioner and in addition teaches co-ordination and reaction.

Diagram 2 shows a 2 versus 1 drill which is used as an intensive drill on defensive footwork and position. The second man in offense participates only in the drill as an outlet pass man. A great deal of offensive footwork and dribbling can be taught in this drill, too. Actually this is a 1 versus 1 drill in which the offensive man bears down with all of his individual cleverness, trying to get around the guard for a close-in shot. The guard is coached on footwork and position.

Diagram 3 illustrates six important individual offensive and defensive fundamentals. It is a 2 versus 1 drill which brings out some basic, intensive fundamentals in the form of shooting under fire, offensive follow-up, a quick approach, the block-out, the rebound and the pass-out. In this drill, the defensive player passes the ball to the offensive player and quickly approaches with the boxer's stance. The offensive man shoots under fire and uses his footwork and fakes to outmaneuver the guard in trying to get a follow-up position. Simultaneously the guard blocks out the shooter and plays the defensive rebound according to good form; he comes out with the ball for the pass-out commonly used to start the fast break. There is much basketball concentrated in this drill.

Another very simple drill, not illustrated, is the defensive rebound work given to the centers and guards during the last ten minutes of basket practice. This is done daily for several weeks. Those players are told to take their turn playing defensive rebounds while the other players continue their shooting.

We use the simple drill of 2 versus 1 where two offensive players try to outmaneuver one guard. The main objective in this drill is for the guard to prevent either offensive man from getting behind

him for a shot. This is a very good drill for clever passing and ball-handling (see Diagram 4).

Diagram 5 demonstrates a drill, 2 versus 2, on how to shift, how to scissor and how to evade the screen. This drill provides a way to segregate this game condition for detail practice. After two practices in this drill, I would suggest that a segregated part of the offense involving the pivot man as in the drill 3 versus 3 be used. Diagram 5 shows the drill for shifting; Diagram 5a for the scissor movement, and Diagram 5b for evading the screen. In Diagram 5 the drill 2 versus 2 illustrates our drill for learning the technique of shifting. In practicing smooth shifting, the players call the shift; they shift aggressively to the ball and guard against the cutaway. Diagram 5b shows the drill 2 versus 2 for learning the scissor movement on outside screens. The guard against the man with the ball takes one backward step to let his teammate through. This method is widely used and is one way to avoid shifting on defense. Diagram 5a shows how to evade the inside screen without shifting. G screens for F. X takes a backward step to avoid the screen while Y loosens up sufficiently wide to give X plenty of room; Y is in a good position to congest the passing lane to the center.

Diagram 6 illustrates the drill 3 versus 3 as an excellent combination drill for offense and defense. We use it extensively and emphasize offense when working in offense and defense when in defensive work. Defensive pivot play may be stressed in this drill as well as any of the defensive movements shown in Diagrams 5, 5a, and 5b.

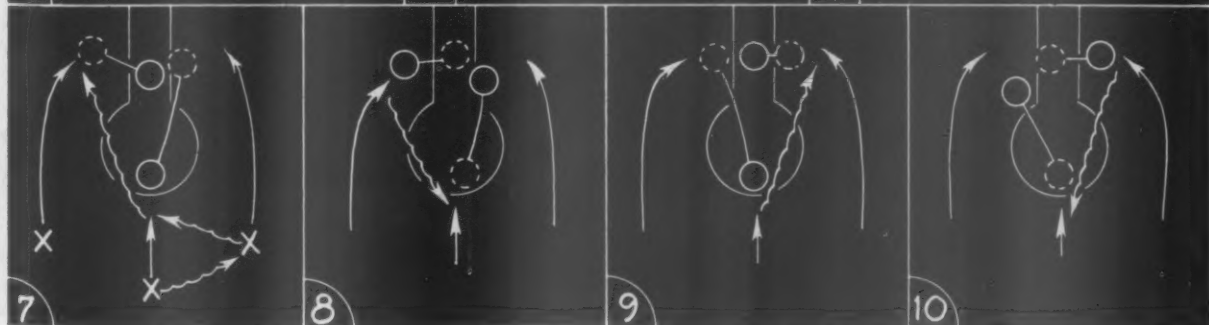
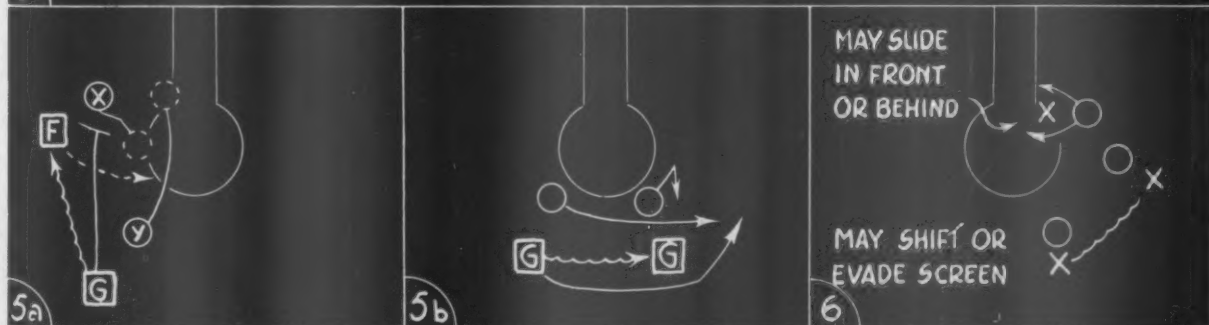
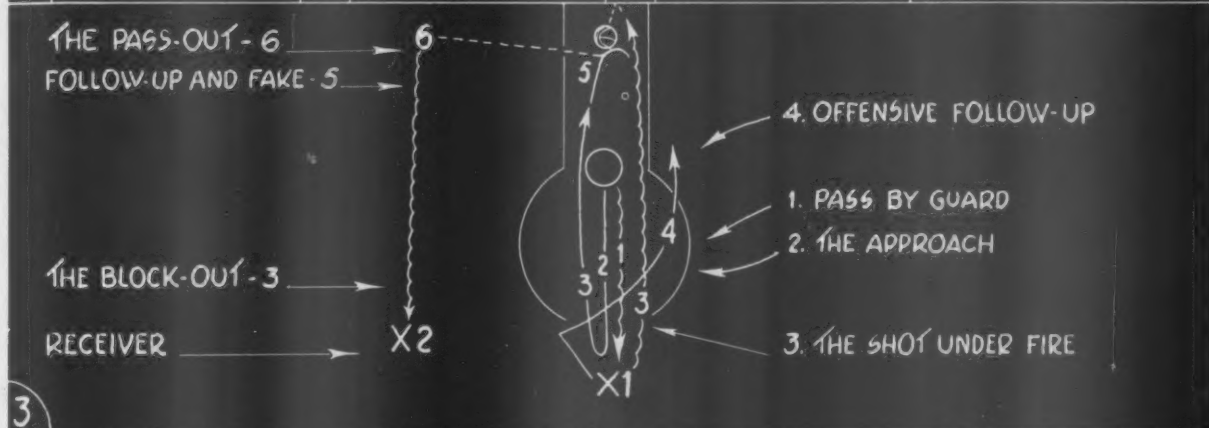
A fast-break defense may be practiced in the same drill for fast-break offense as shown in Diagram 7. The drill is a 3 on 2 fast-break game condition. On defense the two men line up, one under the basket, the other on the free-throw circle. By quick shifting, the two defensive men are able to meet the thrusts of the offensive trio. The guard in front forces the pass of the middle man of the fast-break while the guard under the basket goes quickly to the side to which the ball is passed. The guard in front retreats far enough to stop the opposite forward. Quick shifting and sliding are necessary until help arrives. The secret of this defensive play is to shift as the play is made and not afterwards. See Diagrams 8, 9 and 10.

EVERETT DEAN needs no introduction to the basketball intelligentsia, having been considered for a number of years one of the foremost authorities on the game. He has authored many articles on basketball as well as the very popular, "Progressive Basketball."

Charts for Defensive Drills

LEGEND /// PASS
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PATH OF PLAYER —————
NUMBERING INDICATES SEQUENCE OF MOVEMENT



Inside Screens I've Seen

By Cliff Wells

Basketball Coach, Tulane University

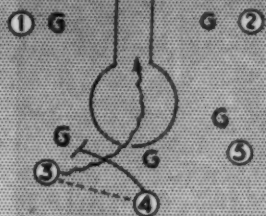
CLIFF WELLS has been a contributor to these pages for a number of years, both while at Logansport, Indiana, High School and since going to Tulane. Wells also directs the very popular Indiana Basketball Coaching School. The Tulane team of last year won 22 and lost 9.

IN THIS article I will try to explain and illustrate the use of the inside screen as I have seen it employed the past season. Without a doubt the effectiveness of the cross-over play is dependent on the use of the inside screen. In order to explain this, it is necessary to diagram the different set-ups. One of the most often used inside screens is shown in Diagram 1, a two-in and three-out set-up. Player 4 passes to 3 who dribbles around the inside screen of 4. Three should be a fast dribbler. To continue the build-up on this play, in Diagram 2, 4 is shown passing to 3 who dribbles around the inside screen. One's guard moves over to stop the play. Five inside-screens for 2 who receives a pass from 3 and gets a medium distance shot. A variation possible in this play is shown in Diagram 3. Four passes to 3 who dribbles around the inside screen of 4. This time 2 sets a rear inside screen and 5 fakes to the outside and cuts in to receive a pass from 3. In Diagram 4, 4 passes to 3 and sets an inside screen, and as quickly as 3 goes around the screen, 4 continues down court and sets an inside screen for 1. Five sets an inside screen for 2 who passes to 1 coming around the inside screen of 4. When the guards on 3 and 4 shift men on the screen, it is possible to incorporate the roll screen into this particular set-up as is shown in Diagram 5. Four passes to 3 and sets an inside screen for him. As 3 dribbles around, the guards shift so 4 rolls inside G3 and 3 passes to 4 going in to the goal. Any time that the guards on 1 or 2 slide in to protect the goal, the pass should be made to players 1 or 2 for good medium set shots.

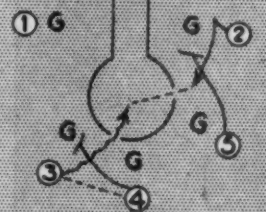
Diagram 6 shows the use of the double inside screen. Four passes to 3 and sets an inside screen for 3 who dribbles around the screen. Five sets the inside screen for 2. Three passes to 2 and sets his screen inside of 5 as 2 dribbles around the double inside screen. If 1's guard slides in under the goal, 2 passes to 1 for a medium distance shot. All these plays may be used on either side of the court, depending on which side of the court 4 starts his passing. When passes are made from 4 to the side of court on which 3 is positioned, full advantage should be taken of good right-handed players, and when 4 passes to 5 to start the plays, full advantage should be taken of good left-handed dribblers and shooters. The screens just described have been set up when the middle man started the plays.

When the side players start the play the set-ups shown in the following diagrams are used. In Diagram 7, 3 passes to 4 and sets an inside screen for him as he dribbles around the screen. Three screens for 5, then inside-screens for 2. Four passes to 1 who passes to 2 coming out from the inside screen in the corner. In Diagram 8, a medium distance shot may be had as 3 passes to 4 and sets an inside screen for him. Then as 4 dribbles around the screen and passes to 1, 4 sets an inside screen for 1. Three, in the meantime, sets an inside screen for 5 who comes around to his spot for a good shot. These set-ups may be used on either side of court as either 3 or 5 starts the play.

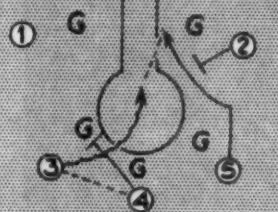
In the three-in and two-out set-up, Diagrams 9 and 10 show the use of the inside screen. Four passes to 3 and sets an inside screen for 1 as 4 cuts to the goal. Five sets an inside screen wide for a medium distance shot for 2. Three looks for a pass to 1, and if he cannot get the ball to him, he passes out to 2 for a



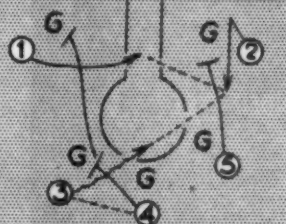
DIAG. 1



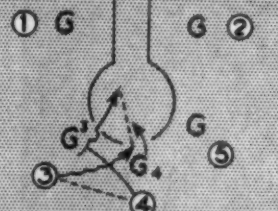
DIAG. 2



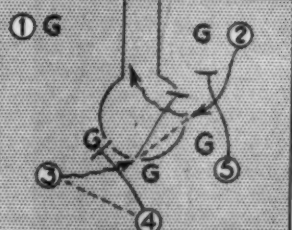
DIAG. 3



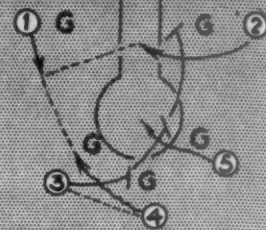
DIAG. 4



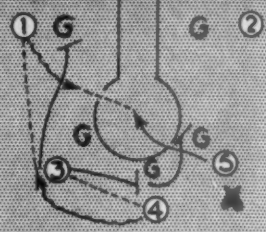
DIAG. 5



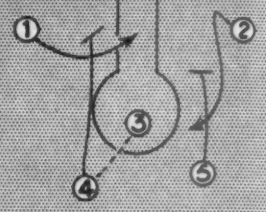
DIAG. 6



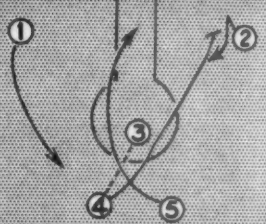
DIAG. 7



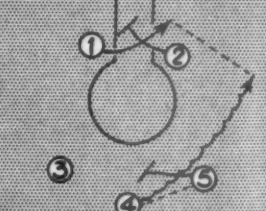
DIAG. 8



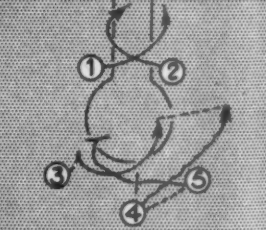
DIAG. 9



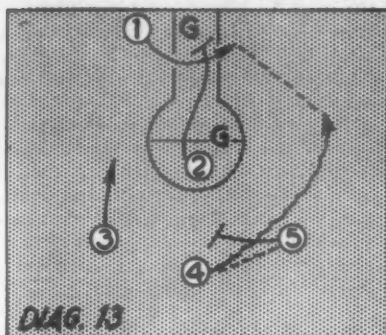
DIAG. 10



DIAG. 11



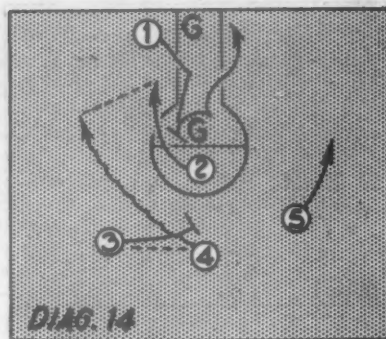
DIAG. 12



longer shot. In Diagram 10, 4 passes to 3 and inside-screens for 5 cutting in to the goal. Four continues on and inside-screens for 2. Three passes to five if he is open, otherwise to 2 who has come around the inside screen of 4.

In the double pivot as shown in Diagram 11, players 1 and 2 may inside-screen for each other as the ball is worked down either side of the floor. Five passes to 4, then screens for him as he dribbles down the side line. As 4 fakes a pass to 2, he inside-screens for 1. In Diagram 12, player 5 passes to 4 and sets an inside screen for him as he dribbles down the side. As quickly as 4 starts his dribble, 5 continues and sets an inside screen for 3 to get a good middle distance shot as shown.

In Diagrams 13 and 14 are shown inside screens from the tandem pivot. In Diagram 13, player 5 passes to 4 and sets an inside screen for him. Four dribbles around and down the side line. As this is done, pivot player 2 sets an inside screen for 1 who receives a pass from 4. In Diagram 14, 3 passes to 4 and sets an inside



screen. As 4 dribbles around the screen and down the side line, 1 sets an inside rear screen on 2's guard and 2 receives a pass from 4. If the guards on 1 and 2 shift, 1 should roll and come under for a pass from 2.

Screening: Interpretations and Types

By John D. Lawther

Basketball Coach, Pennsylvania State College

Interpretations

SCREENING, the delaying of an opponent in his attempt to reach a desired position, is a legal technique of basketball offense and defense. It becomes illegal (blocking) when the screener, making little effort to play the ball, takes a position too near an opponent—so near that pushing or charging occurs when the opponent attempts to make normal movements. The *Rule Book Comments* suggest three feet from a stationary opponent as the minimum distance for a screening position. The rules also imply that the minimum may be a greater distance if the opponent is moving. In other words, responsibility for bodily contact is on the screener if he takes a position so quickly in a moving opponent's path that pushing or charging cannot be avoided. The difficulty lies in the variety of interpretations of the two situations: (1) three feet of distance from a stationary opponent, and (2) the taking of a position relative to a moving opponent so quickly that contact is unavoidable.

A point that is sometimes overlooked is that screening and its illegal form, blocking, may be done by either the offense or the defense. The offense tries to assume legal positions which will delay the defense, and permit the offense to score or to retain possession of the ball. The defense tries to assume legal positions in the path of the offensive maneuver so that cuts, rebounds, dribble-shots, etc., are delayed or upset in timing. An offensive man can be

blocked out on an attempted cut (illegal); delayed (screened) by an opponent who is (1) standing a legal distance from him in line with the basket, or (2) is moving in the same direction but keeping between the offensive man and the basket. In this defensive moving screen, the defensive man, moving in advance and therefore "away from" the offensive man, on the line toward the basket, merely checks his speed. The offensive man can respond in three ways: (1) check speed also, (2) change direction, or (3) run into the defensive man (an offensive foul).

"If a player disregards the ball, faces an opponent, and shifts his position as his opponent shifts, such player is primarily responsible for any contact that ensues unless other factors (deliberate pushing, charging or holding by the player who is being screened) are involved." The quoted statement describes possible behavior by either an offensive or a defensive man.

(1) The three-feet clearance for the sta-

tionary opponent, and (2) the possibility of avoidance of contact furnished to the moving opponent, are the responsibilities of the screener whether he be on offense or on defense.

The rule on the dribble says, "The dribbler shall not charge into nor contact an opponent in his path nor attempt. . . . The dribbler must attempt to avoid contact in passing an opponent, and, if contact occurs, the greater responsibility is on the dribbler. If the dribbler has established a straight line, he is entitled to such a path, unless an opponent is in that path in time to give the dribbler a reasonable chance to stop or change direction." Notice that the rule says a *straight* line, not a curved line arching in toward the basket.

The *Comments* supplementing the rules add, "If the dribbler's path is blocked, he is expected to pass or shoot; that is; he ought not to try to dribble by an opponent unless there is a reasonable chance of getting by without contact."

Types of Screening

A number of offensive screening situations will be presented. These screens have been observed in college games and make up a part of the modern offenses of some of the great coaches of today. In each situation presented, some statement will be made as to probable interpretation. The coach using any such screens should know

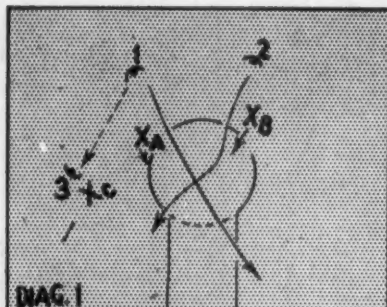
JOHN LAWATHER, the able coach at Penn State for the past twelve years, follows up his excellent article on *Footwork* in the October issue with this interesting discussion of a difficult subject. Lawther is one of the real students of the game as the readers of this article will readily ascertain.

In this presentation on screening interpretations, the author definitely states, that this article is merely an interpretation by a coach, and that only the Rules Committee can speak authoritatively.

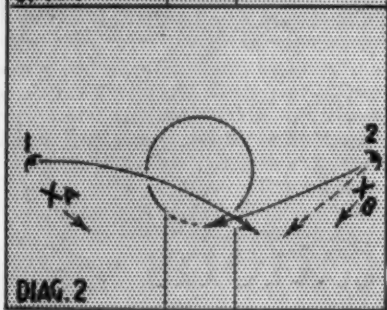
¹Tower, Oswald (Editor), "Comments on the Rules," *Official Basketball Rules of the National Basketball Committee, 1946-47*. New York: A. S. Barnes and Company, page 39.

²*Ibid.*, *Official Basketball Rules*, page 35.

³*Ibid.*, "Comments on Rules," page 39.



DIAG. 1

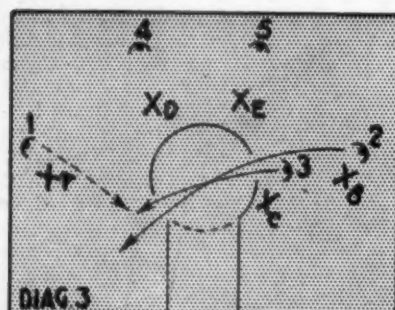


DIAG. 2

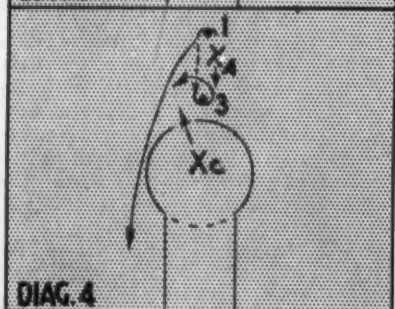
his officials and talk interpretations over with them in a pre-season clinic.

Give-and-Go With the Dummy Act

One offensive maneuver is that of using the give-and-go play with an initial pass down the near side line (See the path of 1 in Diagram 1). If the original feeder, 1, cuts to the far corner of the backboard (on the far side of his guard from the ball), he puts the defensive man in a situation wherein he cannot face both the ball and the opponent. If the guard watches the offensive man, he cannot see an arch pass thrown over his own head. After a fast cut or two of this nature by 1,



DIAG. 3

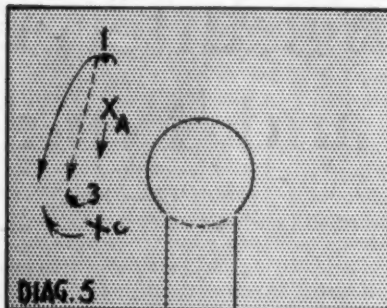


DIAG. 4

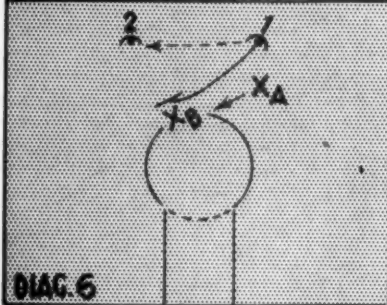
the defensive man may be fooled into relaxing until too late if the offensive man, 1, jogs in and puts on the "dummy act." The offensive man preserves a relaxed, inactive appearance until the instant the arch pass drops in his reach. Then he shoots before the guard can recover from his momentary relaxation.

Running the Defense Into a Team Mate

A screen play often combined with the slower cut previously mentioned is shown by the path of 2 in Diagram 1. Offensive player 2 maneuvers his defensive man until he gets him in the rear of player 1, then drives at full speed past 1. Defensive player B will be checked by the slower-moving 1. Collision may occur because B is watching 2, that is, B may run into the back or side-rear of 1. This offensive maneuver is legal. One was cutting for



DIAG. 5



DIAG. 6

the basket, watching the ball, and moving away from the man who ran into him. The behavior of each of the defensive men is aptly described by the *Rule Book* phrase, "disregards the ball, faces an opponent, and shifts his position as the opponent shifts."

Forward to Forward Scissors Screen

The pass-and-cut-behind situation is shown in Diagram 2. Offensive player 1 cuts to meet a pass from 2. After reception of the ball, 1 has several possibilities of action. He may hook-shoot when he receives the ball; hand the ball back to 2 for a screened shot over 1; fake a shot (to keep defensive man A from switching men), then toss a short pass to 2 at the far side of the basket; turn behind the back of 2, as 2 goes by, and shoot a one-

hand pivot shot; or turn far enough to drive between A and B if they switch men.

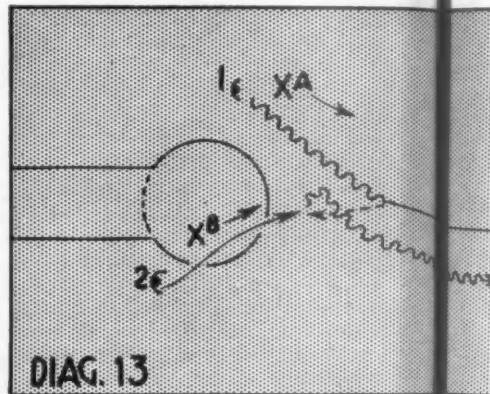
Multiple Screening on Cross-Court Cuts

Diagram 3 shows a similar cut past a stationary screen set up by 3. If defensive men B and C do not switch men, 2 will be open for a shot. If B and C switch men, 3 cutting across the circle, runs away from switching B. If 1 passes to 3 and cuts behind him, all the possibilities discussed in the preceding paragraph occur.

Defense May Congest Scoring Area

In the situation shown in Diagram 3, defensive men B and C may move out so that they are standing in the path of this cut; or, more frequently, the other defensive men, D and E, fall back into the free-throw circle to congest the scoring area. In these two situations, the offensive men would foul if they charged along the path of the cut when the path is already occupied by defensive men.

This device of congesting the scoring



DIAG. 13

area is commonly used to counteract screening near the basket. Teams good at long shooting can keep the defense spread out, thereby making room for screening within the short-shot range.

Screen Position to Combat the Switch

Diagram 4 shows 3 receiving the ball while facing toward the center circle. At the instant of reception of the ball, 3 pivots outward slightly more than ninety degrees, holding his left foot as a pivot. One, the original passer, cuts so close to 3 that defense A must go on the opposite side of 3 from 1, collide with 3, or follow along behind 1. If defense C switches men, 3 steps toward the basket with his non-pivot foot, shoots, or dribbles in closer for a shot. If C does not switch, 3 passes to the corner of the backboard to 1. If 1 cuts in a straight line past 3, defense A must run a curve around 3, hence has the longer distance to run.

In some sections, particularly in the East, 3 must pivot quickly so that he is

stationary before defense A collides with him; otherwise the foul is likely to be called on 3.

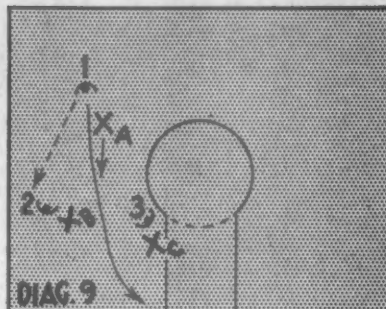
Once in a while a foul occurs when defense C, while switching to 1, steps quickly into the path of cutter 1. When this same situation occurs along the side line (see Diagram 5), the defensive switch is more likely to cause a collision. The rule book seems to place the blame for such collision on the defense if defense C takes the "position so quickly in moving opponent's path that pushing or charging cannot be avoided."

Passer Moving Between Receiver and Defense

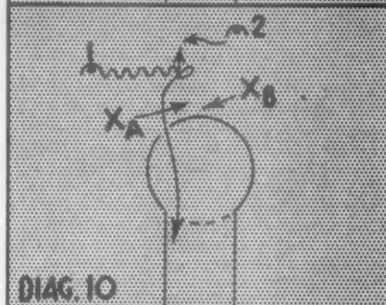
The pass-and-cut-in-front of the receiver is a common device for screening. In the East, a foul is often called on the offense if the passer, following his pass, moves between the receiver and his defensive guard and stops to screen for a shot (see Diagram 6, actions of 1). However, if the ball is dribbled to this position, no foul is called unless the player dribbles

dribbler may reverse-pivot and cut sharply for the basket. The cut of 1 for the basket in Diagram 10 may confuse the defensive men A and B or even cause them to screen each other. If 2 fakes a long-shot, A may start to move past 1 to cover the shot (see Diagram 11). Two then dribbles to the other side of 1, and 1 cuts to the far side of the basket from 2. A is thereby screened out and B is left with two men to cover.

Diagram 12 shows another variation of the same situation presented in Diagram 11. One pivots at half-speed past A as 2 dribbles, then cuts between A and B as B switches to 2. This play allows more room for 1's cut than the diagram shows. B will have moved toward 2 when 1 starts his cut to the far corner of the backboard from 2. One must watch carefully on this screen that he does not charge into a defensive man. One pivots at half-speed, reversing



DIAG. 9

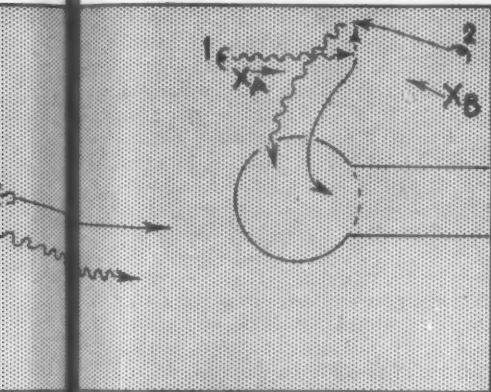


DIAG. 10

cutting screener runs slowly enough to veer away from any contact with a defensive player, the good dribbler can change his direction accordingly.

The other type of screen for the dribbler is merely another scoring technique starting with a dribble-interchange along the side line. The original dribbler, 1, rolls outward and runs an arc toward the free-throw circle. Two dribbles on the outer side of 1 and uses 1 for a screener. In teaching the screening for a dribbler, emphasis must be placed on avoiding any defensive player already in the screener's path. When the screener's path is an arc toward the basket, a sharp curve inward

(Continued on page 50)



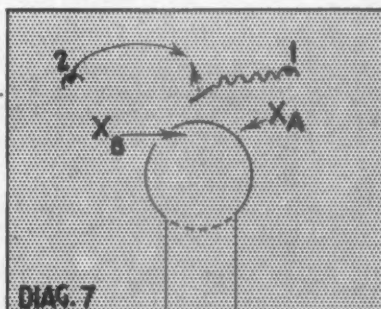
into a defensive man already in his path. Diagram 7 shows the screen with no foul occurring.

Passer Moving to Screen Along the Side Line

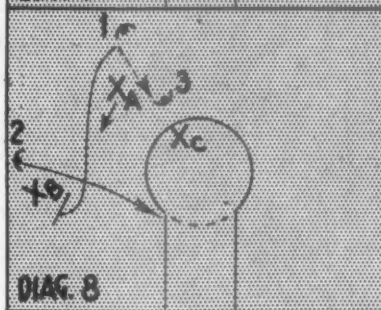
Diagrams 8 and 9 show screening situations along the side line. One is chiefly a screener in each case. The screen in Diagram 8 should be carefully planned as to distance and timing. In case of contact, the offensive man is usually blamed. In Diagram 9, receiver 2 may pass to 3 in front of cutting 1, or behind cutting 1, then use both 1 and 3 for screens on his own cut. Two may fake a pass to 1, then dribble behind him for a shot near the free-throw circle. The direct feed from 1 to 3 sets up a criss-cross screen for 1 and 2 around stationary 3.

Screening From the Dribble-Interchange Situation

On dribble-interchanges, the original



DIAG. 7



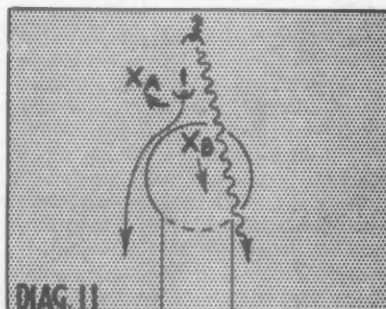
DIAG. 8

direction on Defense A, then drives for the basket as Defense B moves out of his way. If Defense B stays with 1, 2 can drive under the basket, wide open.

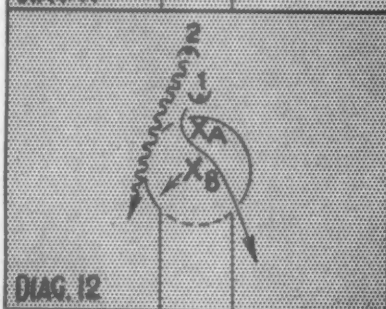
In this same situation of Diagram 12, 1 could have kept a straight line to the near corner of the board on his cut, while 2 dribbled along on the outside using 1 as a screen. This type of "running interference" is legal only if 1 does not run into an opponent in his path.

Cutter Screens for the Dribbler

Two other situations of dribbling along to the side-rear of a cutter and using the cutter as a screen, are shown in Diagram 13. The original dribbler, 1, makes the screen for the second dribbler, 2. The one type is used occasionally to get across the mid-line against a pressing defense. If the



DIAG. 11



DIAG. 12



WESTCOTT MOULTON is another familiar name in these pages, having discussed various phases of his specialty, hockey, for several years. Moulton, formerly at Pomfret School, went to Brown University last year after his return from service in the Navy, and this year takes over the Brown hockey team. Moulton also is tennis coach and director of intramural sports at the country's eighth oldest School.

Scoring in Hockey

By Westcott E. S. Moulton
Hockey Coach, Brown University

THE final and all important achievement in the game of hockey is of course, the scoring of goals. Why do some players score more than others? No single player position has a monopoly on the scoring of goals. Centers, wings, defense men, and even goalies have been known to "flash the red light." What is the secret of scoring? Like scoring in every sport it is composed of a variety of skills perfected through long practice, ability, and experience. In hockey these skills include the following: skating, shooting, passing and the receiving of passes, stick-handling, agility, lightning reaction, poise, confidence, mental "know how," and, most important of all, team work. In other words, scoring is the sum total of all the important skills in hockey.

It has been estimated that only about 35 per cent of scoring opportunities result in goals. The old axiom that you cannot score if you do not shoot is still a good one to keep in mind at all times. The corners of the goal are the hardest spots for the goalie to protect and thus they are the places at which to aim the puck. When the skater is coming in fast with the puck, it is a good idea to drive the

puck hard from a spot about twenty to twenty-five feet out from the goal. If the goal is not scored on the initial shot, the carrier has the opportunity of slapping in the rebound from the goalie. If a skater is coming in slowly, it is better to hold the puck longer, until he is about ten to fifteen feet out from the goal, and then shoot for the opening.

The opposing goalie should be studied closely at all times. If he has a tendency to go down on his knees often, it is best to lift the puck high to the upper corners of the cage. If he stands up most of the time, it is best to drive the puck low and toward the corners of the goal. A goalie who charges out from his crease indicates to a puck-carrier that the latter should feint a shot to the left, dribble wide to the right, and then flip the puck into the goal. The quick snap shot should be used for a slow-moving goalie. Whenever the puck is passed out across the mouth of the goal, the slap shot should be used. In this shot it is important that the angle from which the puck is coming be counteracted by the aim of the shot, otherwise the puck will miss the cage entirely.

The back-hand shot is one of the most neglected skills in present-day hockey. A player who gives considerable time to developing speed and accuracy in this shot

will find that it pays him and his team rich dividends on the scoreboard. Occasionally, as a player comes in close to the goal-tender with the puck, it is a good idea not to lift the puck at all, but instead keep the puck flat on the ice and slide it in under him. Whenever possible he should try to make the goalie move or commit himself first as then it is a comparatively easy matter to beat him. Remember that it is a good idea to keep shooting, but it has never been possible to drive a puck through the pads of the goalie, so a player should look up and shoot for the opening.

There are several maneuvers which aid in scoring goals. As the carrier approaches the defense, it is smart to force the defensive men to move to the right or left side of the rink. This enables the carrier to cut back of the defense, circle the men if they are not fast, or stop, if headed off, and then pivot away from them and skate in toward the mouth of the goal. As the carrier circles the defense, he should protect the puck with his body and legs by holding it as far away from the defense as possible and at the same time put on a burst of speed. The head, shoulder, stick and puck feints should be mastered.

Change of pace and direction are exceedingly valuable in scoring and should be

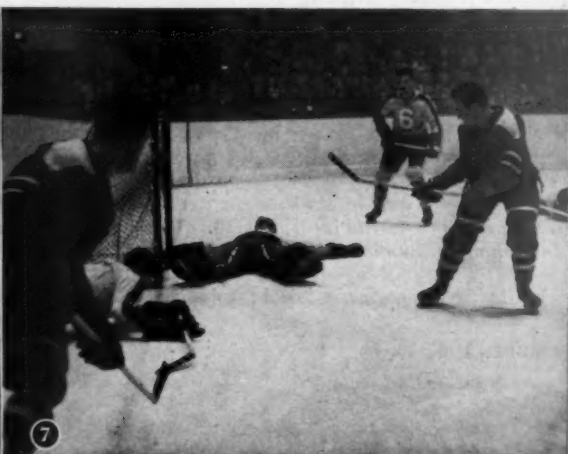
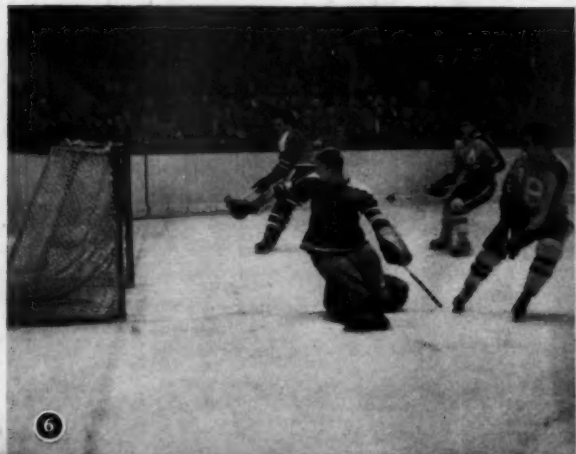




Illustration 1. The goal-tender has stopped a shot from the side made by player 16. Goals are rarely made from this angle as the goal-guard can easily cover the open angle of the cage. After shooting the puck, 16 should have coasted in to convert the rebound.

Illustration 2. The goalie has stopped a shot from his left side and the puck has deflected to the right of the goal. If the white jerseyed player 17 had come in on the left side it would have been an easy matter to slap in the rebound.

Illustration 3. The puck may be seen over the head of the goalie who has come too far out of his cage. Player 18 should immediately get up on his feet and rush in to drive the puck into the net if it drops behind the goal-guard. Player 16 should not try to hit the puck while it is higher than two feet off the ice as a goal made in this is a rule infraction. Instead he should bring his stick to the ice and snap the puck in when it hits the ice. Player 3 is also violating a collegiate rule which states that no player except the goalie shall engage in play if he is without a stick.

practiced continually. Another maneuver which will often foil a defensive player who has a tendency to slide on his knee to stop a shot is the fake-shot maneuver where the carrier feints to shoot, keeps control of the puck and, as the defensive player hesitates momentarily, puts on a burst of speed and circles the defense. After circling the defense, the carrier should cut in sharply to the front of the goal to gain maximum scoring opportunity. Occasionally he should try to slip the puck through the feet of a defense man, circle him, and pick up the puck behind him. If the defense retreats in close to the goal, the carrier should not try to pass through or around the defensive men, but instead should get in as close as possible and then fire his hardest shot and have all his teammates as well as himself drive in fast to convert the rebound into a goal. He should study the opposing defense men at all times to discover their weaknesses and strong points. Close study in this department will aid scoring materially. When about to be body-checked by the defense, the carrier should learn to give way to the check as a boxer does to a punch to absorb the impact. At the same time he should spread his feet so that he will not be easily knocked down.

Before the game starts, the players

should try shooting the puck at the end boards to discover the type and distance of rebounds at both ends of the rink. This will give an added advantage in scoring opportunities.

When a player is in the vicinity of the opposing goal and waiting for a teammate to feed him the puck, he should be certain that his stick is always on the ice and firmly grasped in both of his hands. He should not let opposing defense men cover him closely. He should be as quick as a cat. He should twist, spin, and pivot out of their control; change his pace and direction, and keep feinting to mask his movements so as to keep open and free for the all-important pass which scores. When he is skating in, with a teammate carrying the puck, he should not coast beyond the mouth of the cage. He should stop quickly, always out in front of the goal, to be in position to receive the pass. This last is one of the most difficult aspects of hockey to teach but is paramount in scoring.

Passing the puck at the right instant is one of the greatest factors in scoring. A player should not wait until his teammate is covered but should feed the puck to him just as he makes his breakaway. It is best to pass the puck out in front of the

(Continued on page 39)

Illustration 4. The goal-tender has stopped a shot from the left side made by the player in white who can be seen behind the goal. After shooting at the goal, a player should never coast behind the cage. He should stop instantly and try to knock the rebound into the cage. The three dark jerseyed players immediately in front of the goalie have the rebound covered and thus complete a valuable defensive play.

Illustration 5. The goalie has come out of his cage to stop a shot with his chest. The puck is dropping to the ice just above his right foot. The attacker should have made a fake shot to his left as the goalie slid out, then made a wide lateral dribble to the right and shot the puck into the goal behind the goal-tender.

Illustration 6. The goalie has charged out of the goal to smother a shot, but the attacking player has outwitted him and scored through an opening. The puck-carrier should always look up and shoot for the opening rather than shoot blindly. Player 18 is in perfect position to score on the rebound if the goal-tender had stopped his initial shot.

Illustration 7. The attacking player in white, who is lying on the ice to the right of the goal, took his shot at the goal from about ten feet out but then tripped and fell. The goalie stopped the shot and then fell on the puck to prevent anyone from knocking in the rebound. The attacker did not shoot for the opening in the goal and thus lost a valuable scoring opportunity.

Illustration 8. The goalie is about to clear the puck to the left side of the rink after he had stopped a shot. The two dark shirted attackers are being adequately covered by the white shirt defenders. If 7 had skated in quickly on the shot, he would have been in an excellent position to convert the rebound into a goal.

Illustration 9. An excellent goal was scored immediately after this picture was snapped. The goalie stopped the initial shot taken by the dark shirted player to the left of the cage. As the puck rebounded from the goalie's pads the initial shot-maker flipped the disk over to his team mate coming in fast in the foreground who instantly shot the rubber into the open goal. Smart, quick team work like this will score many easy goals.



What to Look for in Scouting

By Howard Hobson

Basketball Coach, Yale University

BASKETBALL is now recognized as our most popular winter sport. In spite of this fact the game in many ways is still in its infancy. Basketball is much younger than our other major sports such as football and baseball. Probably for this reason, the rules of basketball have been changed rather frequently and the game is still in the process of development. It follows along this same line that, until recently, very little has been done to analyze the game from a technical point of view. This is more true from the standpoint of scouting than from that of playing techniques. Most coaches today are well versed in the fundamentals of the game and great strides have been made in developing offensive and defensive systems. In the execution of the various plays used, however, there have been very few standards by which to measure the exact success or failure of these plays and the exact individual and team results. In a general sense, of course, we know when a team wins and when a team loses. But measurement of the factors which contribute to the victory or the loss are not well established.

This entire situation in basketball might well be compared to our oldest game, baseball. In baseball we know that a batter who has a .300 average is a good batter and if he is able to do even an average job of fielding, he will have a place on the team. We know this because we have studied thousands of cases and that average is accepted as a criterion for performance. By the same standard, we realize that, if a boy were able to bat only .100, he could not expect to play on a team because his defensive play could not possibly compensate for such a great weakness in his offensive play. In the same manner, fielding averages, pitchers' averages, and many other baseball statistics have been worked out so that we know pretty well what to expect of a baseball player.

Now, let us contrast this with basketball. It has been the practice, and it still exists in most situations, to credit the individual and the team merely with the number of points scored by goals from the field and from the free-throw line. About the only factors of the game that have been recorded other than total points, have been personal fouls and, in

some cases, free-throw attempts. An individual player may score twenty points in a game and yet shoot very poorly, depending on the type of shots that he attempted and the number of shots he attempted. The same situation may be true for the entire team. It follows also that a player who scores points may not be a great asset to his team if he does not contribute in other ways. For example, little attention has been paid to how many times a player or a team loses the ball during a game through bad passes, violations, or poor ball-handling. Little attention has been paid to the number of interceptions that a player or a team makes in a game, or to the number of times that a player retrieves a held ball, or a rebound from the backboard. All of these and other factors may be objectively measured and a relationship established to the success or failure of the individual player or to the team. These standards are of importance to a coach both in regard to his own team, and to his opponent's. It will mean much to have accurate information and some yardstick by which to measure the ability and achievement of his own players, as an aid in coaching. It will mean much to have the information on opponents in planning proper strategy to plan the play against that opponent.

Scouting is a term in athletics which is used with various meanings. In basketball scouting, it is the intent to use the term in a broad sense. It is meant to include everything that can be observed from watching an individual player and a team during the progress of a game. This includes objective observations which might be recorded and from these data averages and percentages computed. It also includes subjective observations which cannot be accurately measured or reported, but which are probably of equal importance. Scouting is further meant to include observations of a coach's own team as well as the opponent's.

The values of information received through a thoroughly scouted game should be of value to all interested in, and connected with, basketball in, of course, different ways.

Objective Scouting

First, let us consider the values of the objective scouting observations of the

HOWARD HOBSON was just recently appointed basketball coach at Yale University, going from the University of Oregon where in a long coaching career he had over twenty championship teams. "Hobby" is president of the Basketball Coaches Association and the author of a new book on fundamentals, "Basketball Illustrated," to be released by the publishers, A. S. Barnes & Company, before Christmas. Also in preparation, is a book on basketball scouting to be published next fall.

individual player. The factors of the game which can be objectively measured are: field-goal attempts and baskets from various areas, free-throw attempts and baskets, recoveries such as offensive and defensive rebounds; recovered held balls and interceptions; loss of ball due to bad passes, violations and poor ball-handling; personal fouls.

The field-goal data alone are of great value to the coach. If his players are shooting below the accepted average, some changes may be necessary in the player's fundamental work. If the opponent is able to score only from certain areas and only score certain types of shots, these have valuable implications how to play against that opponent. For example, if the opponent has a big center and the charts indicate that he can score only in the short area, close to the basket, the defensive center may run back to the keyhole and wait for him, knowing positively that he will not take a long shot. If the scout report shows also his style of shooting and he shoots only with his right hand, he may be played accordingly. The charts may indicate that a "star" guard on the opposing team is very fast and takes shots under the basket but cannot shoot from the long area. The defensive player, therefore, can play him loosely and prevent him from using his speed. If, on the other hand, the reports indicate that a player is a good shot from the long area, he will have to be played accordingly. Often the scout report indicates that a player does all, or most of his shooting from one side of the court. This is an aid to the defense in getting back to a certain position and also in playing the offensive man to a particular side.

Objective free-throw data are valuable for instructional purposes, mainly.

Rebound data are particularly valuable to show the coach who the strong rebounders are on his team and on the opposing team. Here again it is the only sure way for a coach to know what his own players are doing and will lead to better instruction. Information on other recoveries such as held balls retrieved and interceptions is also of value. It gives information to the coach so that he may

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THIS is the second of two articles by Herbert "Buck" Read, the astute basketball mentor of the Western Michigan Broncos. In the October issue, Read discussed "Center Play and the Tall Pivot Man." Read has an outstanding coaching record with a lifetime average of 708, and the added distinction of never having lost a game in Madison Square Garden, winning all four appearances. He is first vice-president of the National Association of Basketball Coaches.

Early Training of The Big Pivot Man

By Herbert W. Read

Basketball Coach, Western Michigan College

IN AN October article in the *ATHLETIC JOURNAL* on *Center Play* I made this statement: "Few boys come out of high school with a good pivot movement." The *Journal* editor has suggested that I amplify this statement.

Like most general observations it does not cover the field of exceptions. It is not entirely true as to individuals and it might be qualified as to states or sections of the country. I had one man come to me straight out of high school with a well-developed pivot movement. When I state that the high school was in Indiana—Delphia to be exact—the implications become clear. Up to a few years ago there is no question that Indiana led the nation in the development of basketball material for the colleges. Now Illinois certainly threatens the Hoosier supremacy, and Ohio, Kentucky, the Rocky Mountain region, and the states of the Pacific coast are producing great court athletes for the pivot areas. The East coast too, is coming into the picture, centering around New York with its particular focus in Madison Square Garden.

Just why Indiana was so long the leader is not entirely clear but it may be that the state received a tremendous stimulus when the "Wonder Five," developed at Franklin College, received nation-wide publicity.

How that team developed is not merely interesting history but points to a very important item in the organization of the team as a unit that, all things equal, more nearly assures success than any other phase of the training. The Franklin boys under the tutelage of "Griz" Wagner while in high school had been together two or three years, making a good interscholastic record. Then coach and players all moved into Franklin College and as freshmen and sophomores swept the courts of the mid-West. Vandiver, Friddle and Gant are the best remembered names with Vandiver rating the title of "King of the Hardwood." What happened to the team in its junior and senior years is also interesting but demands treatment under a different head. This article concerns itself with high school experience and with the sort of training received there.

It is my belief, as I have stated, that basketball in Indiana received an impor-

tant impetus through the publicity given that Franklin team and soon every Hoosier youngster became eager to play basketball and eager alike for his high school team to become outstanding in the state. Baskets were put up on garages and on posts near the house for shooting at odd moments and the school gymnasium likewise expanded its equipment and the hours available for the fast-growing sport. A subtle but insistent pressure was put upon the boys to become more skillful in the technique of the game. They began to practice even through the summer and to start development of the team earlier in the fall. The result was that Indiana high school basketball players usually came to colleges with about twice as much court experience as boys from other states. Now I am ready to qualify any opening statement, for it is certain that many good pivot men came out of the Indiana preparatory schools.

The one boy who came to me was an interesting case. "Bill" Perigo, Delphia, Indiana, was only six feet in height, yet for his inches I believe the greatest pivot man in the United States. He had a tremendous spring and a deceptive and fast-pivot movement. Perhaps, I learned much about pivot movements from him. Certainly I did not instruct him. He came direct and ready from high school to collegiate courts.

A further illuminating thing about Perigo, as an example of the Hoosier court athlete, was what I will call his attitude towards preparation in the fundamentals of the game. Most boys from other states, perhaps I should confine these remarks to Michigan, the state with which I have had the closest observation, seem to think of basketball only in terms of shooting baskets. Left to themselves they rarely practice anything else. Perigo, and this was true of two other Indiana boys I had, Smith, likewise of Delphia, and Gensichen, from South Bend, later an All-American, would go out by themselves and practice dribbling and pivots, or getting four boys together would work the old two-on-two for hours. The need for this extra preparation had been drilled into them and they had the habit of it as well as the consciousness of that need.

An extenuation, however, may be made for the Michigan attitude, with the citation of which I hope to escape from any criticism of Michigan high school coaches. High school football in Michigan is much

more stressed than down in Indiana and it is not unusual for many of the men who will later play basketball to be on the football team. For many years, too, the basketball coach was also the football coach, and even now when there are more coaches for the different sports, the basketball coach usually handles the reserve football team. The result is, that, whereas in Indiana the actual high school schedule may begin in mid-November, the basketball coach in Michigan may not yet have ever been out with his court squad. Small wonder, then, that the Michigan boys come to college relatively weak in fundamentals. In the week or two intervening between the end of the football season and the first game in December, the coach was lucky if he got his men together is some semblance of offensive team play and a co-ordinated defense.

But basketball interest is intensifying in Michigan as it has in the other states I have mentioned outside of Indiana. Competition is being permitted in the junior high schools where a few years ago it was forbidden on the peculiar educational theory that, indulged in too early, it caused sad maladjustments for many who could not make the starting line-ups. Instruction of some sort is even moving down into the grades.

This last is quite important. If we should confine this discussion now for a moment to the development of centers we should find that the awkward youth of superior height would not be excluded from games because of his clumsiness but would be held in the line-ups. Supervision would realize that through training and encouragement his clumsiness could be so reduced that by his senior high school year, at least, his height would become a factor in the success of his team. Thus there would be more tall pivot-men coming out of the high schools to the colleges instead of the few exceptional ones that have been appearing the past few years. One particular case I can cite which throws more light along this line. In a high school up state an unusually tall boy appeared in the basketball line-up in his senior year. He was not very effective for his team did not attract much attention among college coaches on his graduation because he was still very awkward and slow and not a good ball-handler. He spent the next two years following graduation playing basketball in

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The Anticipated School Building Boom

THE anticipated school building boom has failed to materialize, and in that regard is not much different from the anticipated housing boom. The reason, of course, has been the tremendous increase in building costs as well as the scarcity of materials. Schools that formerly had the money put aside to commence building after the war, found that the money on hand would cover very little of what was originally planned.

Also, at this time, the secondary schools have reached one of those cycles which finds the enrollments dropping off. The years 1931 to 1936 inclusive show a birth rate under the year 1930, which is contrary to the general trend of the statistics which have almost without exception shown an increase over the preceding year. This is, of course, to be expected as this was the period of the depression.

This situation will not hold for long as there is a sharp increase in the birth rate in the years 1941 to the present. For example, the birth rate in 1945 was 43.2 per cent greater than in 1932. There is, however, a period of five or six years which will not see the schools as crowded as they have been or are going to be in the future.

What then of the monies that have been saved and bond issues that have been floated? Judging from reports we have received, the majority of schools are doing one or two things, or both. They are either improving existing facilities, and there is a tremendous amount of this particularly in the field with which we are most intimately associated, the athletic and physical education side of education. Numerous new lighting projects are under way, scoreboards, bleachers, new flooring and the like are being installed. Other schools are putting the money aside for future use, that is, when the

increased enrollments will again be a problem.

With building costs up 42 per cent, higher than any of the other basic commodities, it seems wise to wait until there is a greater material gain for the expended dollar, and particularly so, since conditions are not as crowded as formerly.

Baseball Again the National Pastime

THE story of baseball might well be filed aside as a guide to which future sports promoters and athletic administrators might refer in regard to other sports.

It is a matter of record that following the first World War when sports in general were experiencing a boom similar to that of today, baseball was not keeping step. Instead schools and amateur teams were giving up the sport. Twenty-three years ago baseball was in a position where its title, "The National Pastime," could be seriously questioned.

The National Amateur Athletic Federation undertook a study of amateur baseball in sixteen mid-Western states. The results showed the seriousness of the situation as schools were dropping the sport at an alarming rate and interest in town baseball, long the backbone of the sports, was fast diminishing. Mind you, this was not in the dark depression, but in the twenties when money was plentiful and being freely spent.

Today in our rush of everyday life we are too prone to accept things as they are without a backward glance to see what made them as they are. It is well for us to pause and give credit where credit is due for the tremendous revival that baseball has experienced. There was leadership ready to assume the task at hand in the form of the founder of this publication, Frank McCormick, the late Judge Landis, and the many leaders in the American Legion program, but it was the athletic goods manufacturers who to a great degree underwrote the cost in preparing studies, promotional material and providing field representatives. To these manufacturers should go an undying note of gratitude for their behind-the-scenes contribution to the American sports picture.

The promotional work was done in the country crossroads, or as we politically say, "the grass roots." It is here that the revival has been the greatest. Iowa, for example, with 616 teams in its state tournament, has only 227 cities with more than 1000 population. Five of these cities of over 1000 have more than one school, or a total of 27. Thus we see that of the 616 schools 367 are located in towns of under 1000 population. Alabama had more schools playing baseball this spring than ever before. Georgia had an increase of 25 per cent. In Illinois the number of teams increased 25 per cent in 1946 and another 20 per cent this year. Utah showed a 50 per cent increase, and Virginia a 30 per cent increase, while New York reported an 80 per cent increase.

(Continued on page 55)



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The Inside Screen

By Lee Williams

Basketball Coach, Colby College

EVEN though basketball has made tremendous strides forward in recent years, most successful teams and coaches have merely utilized basic fundamentals which were formulated years ago and given impetus by the successful play of the Original Celtics, the Buffalo Germans and others. It is true, however, that basketball has become increasingly complex to teach and to play, mainly because of the unique methods of defense and offense adopted by progressive coaches throughout the nation.

In spite of the complexity of the situation, we at Colby are thoroughly convinced that full utilization of good basic movements and skills result in winning basketball. Every effort is being made to break down this speed-packed game into its simplest skills, making the game easier to comprehend by all concerned. We think that these basic skills are fundamental to all unique ideas prevalent today, or to any that will be used in the future. When these are properly mastered, many variations may be installed to make for a well-rounded offense with diversified striking power, thus making use of the diversified individual abilities of the team members.

One of these variations utilizing basic skills is the inside screen, a maneuver in which a man moves between a team mate with or without the ball and the basket, Diagram 1. The inside screen is a natural movement in which even the most inexperienced basketball player may contribute his bit to the offense. All he need do is to move—we tell all players to *keep moving*—so that he creates a "barrier" between his team mate and the basket. Through clever maneuvering this team mate may brush off his defensive opponent on this "barrier" and move unguarded to the basket. Extreme care must be exercised by the screening man so that

he is stopped motionless and at least three feet from the defensive man to be screened, Diagram 2.

A word should be written at this time relative to the position of the screening man. He should always move not only between his team mate and the basket, but also between his team mate's defensive man and the basket, Diagram 3. I recall many instances when the screening man has been observed to have moved in most any path between his team mate and the defense, Diagram 4. This of course fails to produce the "barrier" upon which the defensive man is screened out of the play.

The inside screen is an excellent maneuver against a straight man-to-man defense and forces this defense to loosen up its defensive position so that it will not have one of the two defensive men involved completely screened from further defensive assistance. That of course is the prime objective of the inside screen—to completely remove a defensive man from his opponent so that the opponent can easily score a basket.

Because the defense has to loosen up, more room is available to the offense for

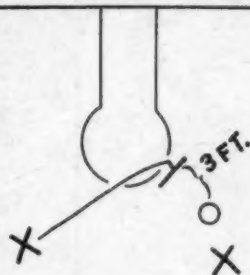
LEE WILLIAMS is one of the youngest college mentors in the business, but in the short span of seven years has filled some responsible positions. Following graduation from Cortland State Teachers College in 1940, Williams was basketball coach at Geneseo, New York, High School. In 1942 and 1943 he was Tony Hinkle's assistant with the famous Great Lakes team. In 1943-1944 he assisted Earl Brown at Dartmouth, which lost to Utah in the N. C. A. A. finals. He then coached the Naval Air Station at San Juan, Puerto Rico, and in 1945-1946 again assisted Earl Brown at Kings Point. Last year was his first year of college coaching, and his Colby five split even, winning eight and losing eight.

more shots with greater aim and concentration, thus contributing to a higher number of successful shots, Diagram 5.

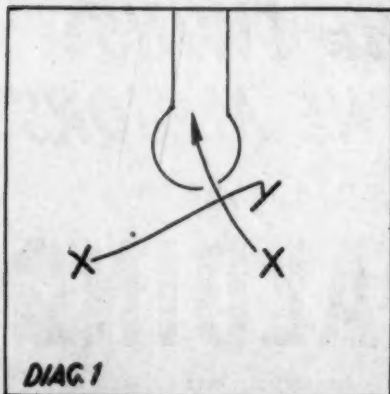
When a team realizes its inability to cope with an inside screen, the entire defense may have to be changed. When it notes that defensive men are being screened off or that they are loosening up too much, thus allowing good shots at the basket, a team probably will have to adopt a shifting man-to-man type of defense. As can be readily seen this may be particularly disadvantageous to the defensive team. They may have specifically assigned opponents who should be guarded by particular men. They may be forced to shift tall men to short men and vice versa or may get slow men on fast men, Diagram 6.

This forced change of defensive tactics is an advantage to the offense unless the defense is well versed and drilled to make all the vital changes. Many times the defense is unable to do this due to characteristics of personnel, basic defensive philosophy, score of game.

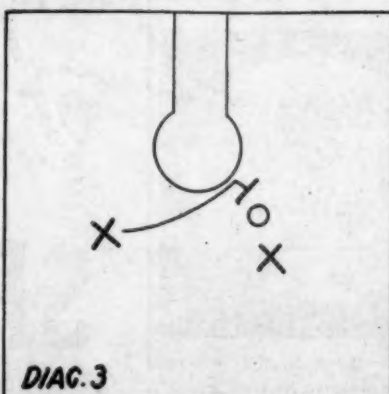
It is not intended that readers should become completely convinced that an inside screen offense is the only answer to successful basketball. I believe that this type of offense must be integrated with the outside screen, the pivot play and the fast break to complete a truly versatile offense. Many coaches, however, have utilized a basic inside screen and have be-



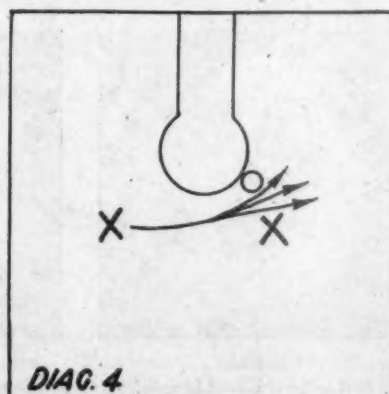
DIAG. 2



DIAG. 1



DIAG. 3



DIAG. 4

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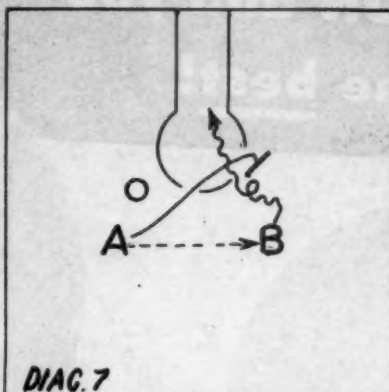
We here at Colby use the inside screen quite extensively. It is useful for the guards to use with each other. Guard A may pass to Guard B and then move to screen B's man so that B may fake one way and dribble the other into the basket, Diagram 7. Also, Guard A may pass to Forward C and then move to screen Guard B's man. B will drive to the basket and receive a lead pass from Forward C, Diagram 8.

It may be used by the guard with a forward. Guard A may pass to Guard B and then move to screen Forward C's man. C will fake left and drive to the basket and receive a lead pass from Guard B, Diagram 9. Also, Guard A may pass to Forward C near the side line and then move between C's man and the basket. When A is in a straight line between the basket and himself, C will fake to the left and dribble hard to the right for an open one-hand shot, Diagram 10.

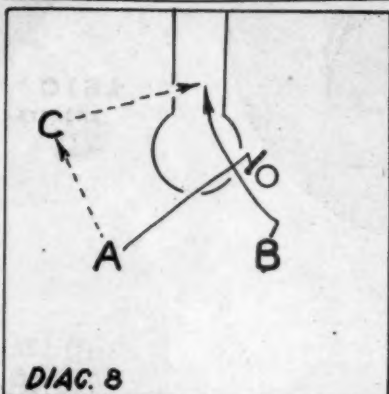
It may be used by a forward with a center. Guard A has the ball. Forward C will move between Center D's man and the basket. D will fake to the left and cut to the right to the basket and receive a lead pass from A, Diagram 11.

We feel that these simple uses of the inside screen or as we call it—"the inside cut" provide us with a change of attack from the outside screen or outside cut. By this change our players may employ more initiative and enjoy more freedom

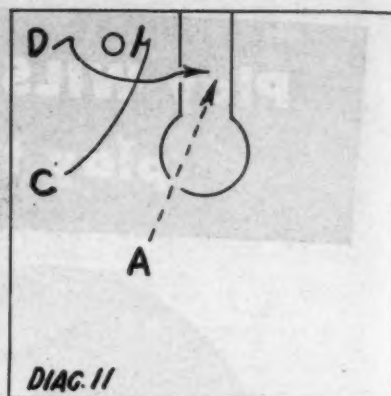
in their slow-break offense. We like to think that this freedom of initiative will



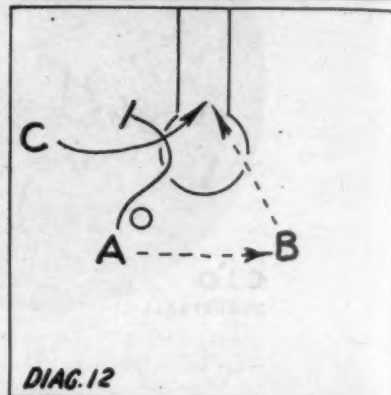
DIAG. 7



DIAG. 8



DIAG. 11



DIAG. 12

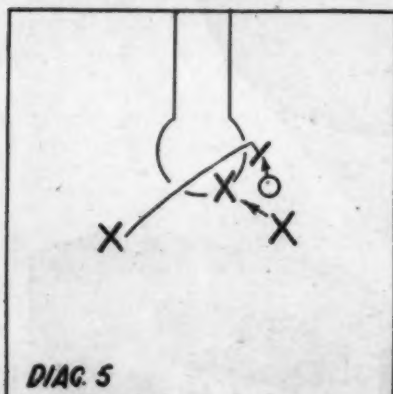
furnish our players with mental alertness to combat every defensive maneuver.

While the inside screen is a fine scoring threat of itself, it is a very powerful maneuver when combined with another movement. In the East, where body contact seems to be more closely watched and penalized, the inside screen frequently is utilized after a fake at give-and-go tactics. Two guards A and B work together with a forward. A passes to B and goes hard to the basket. Failing to get open for a return pass, A simply moves to Forward C who cuts to the basket to receive B's pass, Diagram 12.

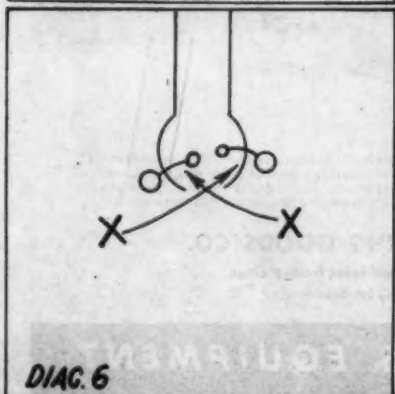
The mid-West appears to be more deliberate in its execution of the inside screen. Frequently there is no mask of intention on the part of hard-driving ball clubs in this section, but rather it is thrown directly at a defense. It has been pointed out on previous occasions elsewhere that officials' interpretations are slightly more liberal in this section, thus cutting down a danger of being guilty of blocking which is an illegal screen.

The inside screen, as stated early in this article, is not new to basketball. It is basic and is used by many coaches and teams. Nelson Nitchman's review of 1947 basketball technique in the May 1947 *ATHLETIC JOURNAL* is graphic evidence of how the inside screen was used by the various teams in the National Invitation and the National Collegiate Athletic Association tournaments in New York in March 1947.

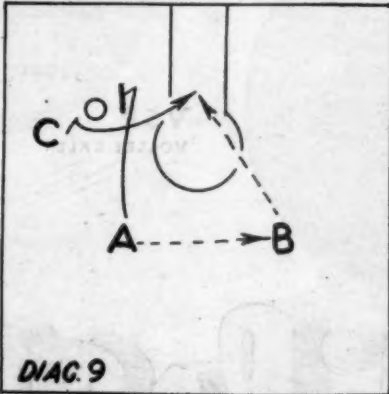
(Continued on page 49)



DIAG. 5



DIAG. 6



DIAG. 9



DIAG. 10

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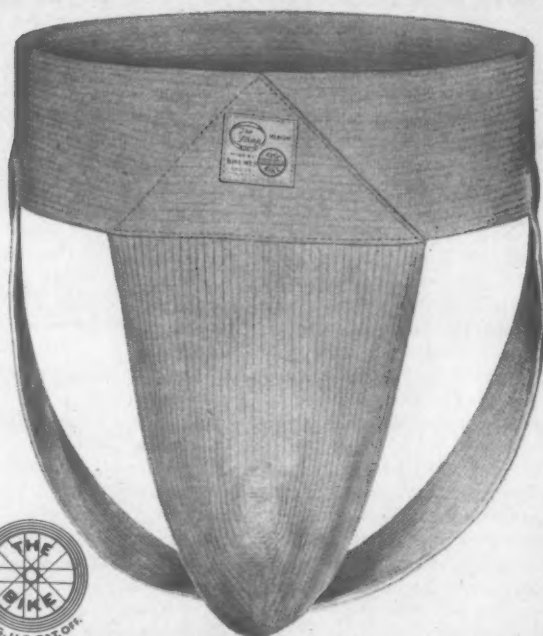
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The First Pass Counts in the FAST BREAK

By William Borchert
Marshfield High School
Coos Bay, Oregon

THE success of an attempted fast break is contingent upon the first pass when the defensive team gains possession of the ball.

A coach may establish elaborate patterns, have an excellent ball-handling and fast-running team, but unless the ball is passed immediately and accurately on possession, that team's break becomes ineffective.

By definition, a fast-breaking team is one which continually seeks to beat a defensive team up the court to score, or by swift movements and passes, seek to take advantage of the other team's readjustment from offense to defense. Such opportunities arise from many different situations: 1. Recovery of a defensive rebound; 2. Pass interceptions in defensive territory; 3. Recovery of an opponent's free-throw rebound; 4. A back-court jump ball; 5. A defensive court out-of-bounds ball; 6. After an opponent scores.

It will be noted that all situations listed are back- or defensive-court situations. It is my opinion, as with many fast-break coaches, that opportunities in the front court arising from alertness or individual skill in ball-stealing or interceptions, are, for the most part, carried out as individual attempts and do not mark a driving team effort to score before the defense is set.

In all cases listed, it is the first or "out-

pass" which clears the ball and starts it to scoring territory, and it is the speed and completion of that pass that makes the work at the other end seem easy.

It has been my experience in coaching service and high school teams that a definite "pattern break" can achieve success only if we assume that the defense is predictable and proceed from there. The defense, however, is apt to be highly unpredictable and it confuses younger boys to have definite running lanes set up. It is most difficult to set up any kind of an ideal position when a club is on defense and subject to the movements of the other team.

It is true that from a zone defense a fairly definite pattern can be established, and many very successful fast-break teams use the defense for that reason. But the well-trained team, facing different types of opposition, should be prepared to use two or more different defenses, and probably one with basic man-to-man shifting.

In setting up the break, we start with a man-to-man defensive situation with the opponents trying for a basket. After the shot, each man retains his opponent by defensive screening, yet tries for the rebound as his position dictates.

As soon as one of the defensive rebounders recovers the ball, his duty is to pass the ball up the court immediately (prefer-

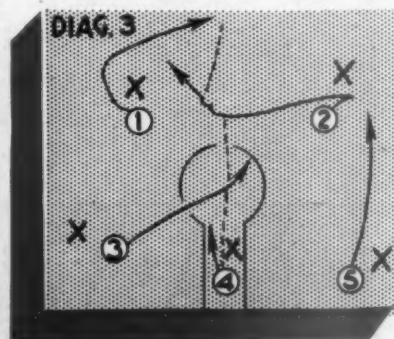
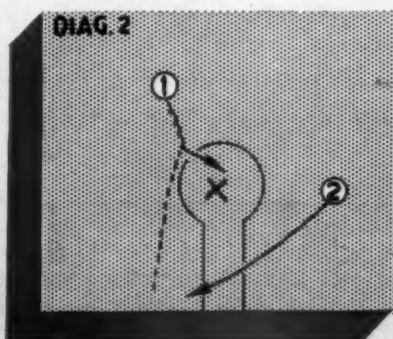
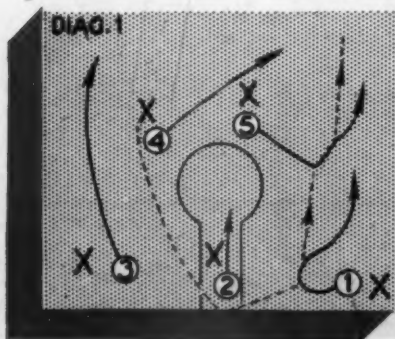
BILL BORCHER lettered in football and basketball at the University of Oregon, from which he graduated in 1941. He coached the basketball teams at Jacksonville Technical Training Center, Receiving Station Pearl Harbor, and on the U. S. S. Wasp, winning 53 and losing 12 in service team basketball. In two years at Marshfield High School, Coos Bay, Oregon he won the district both years and last spring added the state championship to his enviable coaching record.

ably before he ever returns to the floor) by rebounding, whirling and passing. If not, he must clear the ball after reaching the floor by keeping the ball overhead. If closely guarded, an upward fake and bounce pass will clear the ball.

All other players are an active part of the break and assume responsibility in moving the ball up court. Each man is charged with providing the rebounder an outlet by breaking either across the court or toward the ball. The nearest man breaks across, the second nearest takes the second cross-court break and so on. If a player, on breaking across the court, fails to get the ball, he must continue to the side line and come back, unless a second player has cleared the ball. In this event, he drives down the side line to re-enter the play. Diagram (1) illustrates a basic transition on a rebound.

Four's man shoots and 1 gets the rebound, passing directly up court to 5, cutting to meet the ball and following his pass. Possibilities are a pass to 4 ahead and a drive to the end of the court. Three and 2 drive up court and are ready to cross over at any time to take a pass or clear the man with the ball for a dribble in. If 5 is covered as he receives the ball, he may return the ball to 1 as he drives by. One can still move the ball ahead to 4 breaking across. This is particularly effective against the pressing all-over-the-court defense.

In Diagram 2, the basic idea of the cross-floor break is illustrated as 1 and 2 drive toward the basket, guarded by the retreating, stalling defensive player. One has the ball, and 2, instead of following his side of the court, forces the action by



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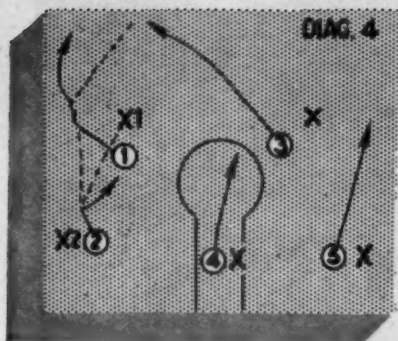
Madison Square Garden, New York



Memorial Auditorium, Buffalo



Convention Hall, Philadelphia



cutting across court. One may pass to him or dribble straight for the basket. The probability is that the well-coached defensive man will retreat, so 1 passes to 2 and cuts for the opposite side of the basket.

Another break situation is shown in Diagram 3. The rebound recovered by 4 is cleared to 3 who may pass ahead to 2. Two in turn may pass ahead to 1 or 5, or if ahead, push it on a dribble.

Several rules, never inflexible, guide the players in learning to break:

1. Clear the ball immediately.
2. Pass up court; cross-court passes are easily intercepted and leave the gate open to the basket.
3. Bounce passes are always preferred.
4. Cut across the floor or cut to meet the ball. Motion attracts attention.
5. Always watch the ball. Never turn your back on the ball.
6. Passes should be sharp, no lobbs.
7. Hit the end of the court every time.
8. If ahead with the ball, push the dribble until stopped, then pivot and pass to others coming behind.
9. The dribble is tolerated only if the man with the ball is ahead of all team mates, or a bounce is necessary to catch balance and survey the situation.
10. When a team mate is moving the ball up court, cut across if ahead; if even, run parallel; if behind, run faster.

To make the break a success, the ball must be cleared ahead as quickly as possible, and such delaying courses as a dribble to the side or a pass out to the side are to be avoided. They are considerably easier to make, but they slow the break to the extent it takes to complete the ma-

neuver. A pass forward saves that time. The same fundamentals apply when a change in possession of the ball comes as a result of a pass interception.

Diagram 4 illustrates a pass from X1 intended for X2, intercepted by 2, who makes his "out" pass immediately to 1 cutting across. One dribbles to head up court, then passes to 3 cutting across.

In Diagram 5, an opponent's foul try is shown, and one noticeable difference is made. The first pass, or preferably a tip-out, must be to the side, and the regular break must be made from there. This is one time a definite pattern may be established. X1 shoots, and the rebound is tipped by 2 out to 5 who passes to 3 cutting cross court.

Diagram 6 illustrates a possible back-court jump-ball break. Any formation would do, or a straight defensive situation. The ball is recovered by 3 who passes to 2 and the same team-break follows.

A defensive court out-of-bounds play is an excellent situation for an alert team to strike through a disorganized defense. Such a situation is illustrated in Diagram 7, where the referee signifies out of bounds.

Since the ball may be played immediately, as soon as the ball appears to be going out, the nearest player runs for the ball, not waiting for the referee to handle or retrieve it. Since 1 is closest, he plays the ball just as if it had not gone out, and the break moves up court 1 to 2 to 5.

Opportunity to score on a fast break is somewhat limited after an opponent scores, since the defensive has that additional time to retreat and organize the defense. A team, however, that continually presses and drives with good cross-court cutting will find openings. The opportunity found most often is a good outer free-throw circle shot, since the defense gives ground with the break, and a pass break to the men coming behind often gives them momentary freedom at that point.

There are many teams whose players take an opportunity after scoring to loaf back on defense and they are "ripe" for the constant pressure. It is a good idea to emphasize to players to "get it back." Every time the opponent scores, they should be schooled to drive harder and faster to get a basket.

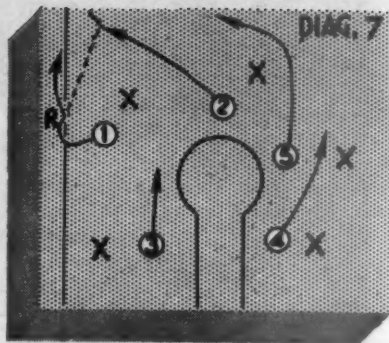
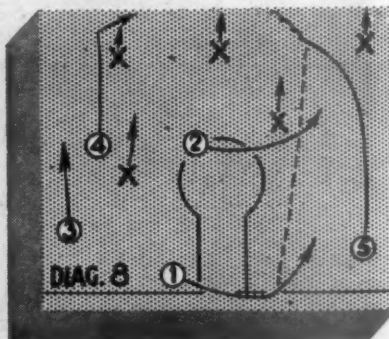
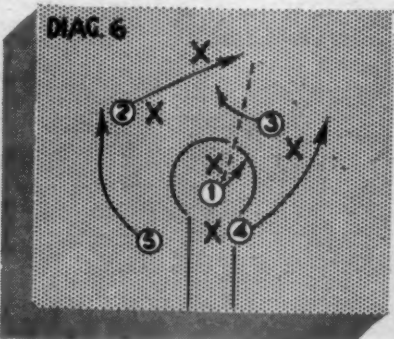
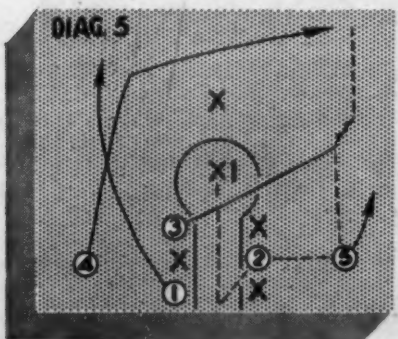


Diagram 8 illustrates a break after the other team has scored. The nearest man to the basket, in this case 1, grabs the ball, jumps out of bounds, and passes to 2 cutting across court. In this instance, more than any other, the "out" pass must be made to a man cutting. Standing receivers get many interceptions. Two passes to 5 and on down the court.

Some variations are desirable with particular players. We are assuming all of the players can run. While speed is by no means essential, a certain amount of quickness and ball-handling on the run is necessary.

Frequently, there is one very tall boy who just has not reached the point where he can move with the others, or who tires easily. Then the break may be modified to a four-man effort, with the big boy used as a trailer, following directly behind the ball all the way up court. If for any reason the break is halted, a pivot and pass back insures possession, and a set offense may be started.

There is one other feature that is well to consider in the scoring end of the break. The one-hand shot is the generally accepted shot, but many players attempt to shoot while moving swiftly toward the basket, either by jumping in the air or on the run. We advocate shooting off the opposite (or in the case of a right hander, the left) foot similar to a lay-up shot, but we suggest the forward speed be stopped with a long or "brake" step with the right foot, then a short step with the left, and then the shot. Slowing down has the advantage of a much more accurate shot, rather than a hurried shot moving into a defensive man.





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At Christmas time it is well for each of those in whose hands is placed the welfare of our future generations, to resolve to keep his balance, to rely on his own judgment, and not to be unduly influenced by self-appointed critics.

The coach must learn not to take the game too seriously or he will impair his own efficiency. If, on the other hand, he does not take the game seriously enough he will be worsted by better techniques. He must not let outside criticism shake his faith in himself. He must, however, not take too seriously the plaudits of his followers or he will think himself a miracle man and some day his miracles will fail him.

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Coaching the Passer and Receiver

By John Floyd

Basketball Coach, Wellington, Kansas, High School

JOHN B. FLOYD is a young coach with a mighty tough record to beat. In his first year of high school coaching his Wellington, Kansas, High School won the state championship. Floyd played under Hank Iba and was All-Missouri Valley selection, then played two years at Norfolk Naval Training Station, and then returned to assist Iba with the two national championship teams of 1945 and 1946.

WE WILL briefly discuss the two phases of catching and passing separately, although they are very closely related. Receiving or catching the basketball is a very skillful operation in itself. We teach our boys to catch the basketball always with two hands, making a distinct movement with the hands so as to catch the ball before making another move. In getting good body position to receive a pass, we have a boy face the passer and step or move in the direction in which the ball is to travel; in so doing he meets the ball every time he catches. The use of the hands will naturally be a big factor in catching the ball. We teach our players to spread the fingers and thumb as much as possible, and as the ball nears the receiver, the hands should open wide with the finger tips pointing out. This provides a large receiving surface and a perfect opportunity for the receiver to close up on the ball and hold it in his finger tips. If each ball is caught in this manner the boy is holding the ball in a good shooting or passing position without changing his hands on the ball. To be a good ball-receiver, a boy must be taught to watch the ball all the way just as a hitter in baseball is trained to do.

We feel that many times a large proportion of the errors in catching the basketball comes from poor passing and can only be corrected by improving the passing of our ball clubs. It stands to reason that we cannot expect our boys to catch with the

same degree of efficiency low balls, high balls, and all the "crazy" passes we see today. Therefore, we must all go to work on our passes and be sure the ball is passed where it can be received easily and gracefully without throwing the receiver off balance or checking his speed too severely.

For our use, we teach only three passes and variations from those three passes. We teach the overhand throw, the underhand pitch, and the two-handed push pass. We feel that these three passes will very nicely take care of all situations. We teach our boys always to keep the hands behind the ball, and let the ball come out of the hand easily with as little English as possible. We teach the two-handed push pass to be used whenever possible, feeling that a boy has better control and more power with the two hands to put the ball where he wishes it to go. With both hands on the ball, he can check a pass and pass in a different direction; he has a better fake and can move or carry the ball from one position to another more quickly.

In teaching foot work to a passer, we teach about the same thing that we do to a receiver. We have the boy always move in the direction in which he wishes to pass. We teach a good follow-through with the weight and balance on the front part of the feet. A boy passing from his heels will make many interceptions possible. In respect to the receiver, we tell our passer to hit the receiver in the mid-section and insist that he do so. This gives the receiver

a ball well placed for handling, and permits his body stopping the ball provided he misses it with his hands.

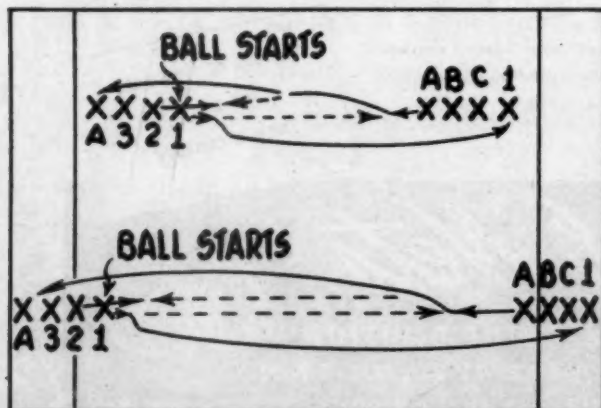
As we stated earlier, catching and passing the basketball are closely related. One cannot be smooth and effective without the other.

There are many good drills set up for the purpose of teaching a boy to pass and receive the basketball. We try to set up all our drills to involve passing, receiving, dribbling, and shooting. If drills are selected which involve all these in one, it may prove to be a time saver and allow a coach to spend much needed time on other things. In early season we use a method by which we find out who are the good and bad passers and receivers. We place our boys in groups of six in circles where they can touch hands with outstretched arms; then we let them drop their arms, take a ball and start passing from one to another for about eight to ten minutes. We follow this by turning them all to their right and having them run in a circle and continue passing for eight to ten more minutes. After two or three days we are able to get our good passers and receivers in one circle and our poorer boys in another. As the season moves on, we have only one specific drill we use to coach passing and receiving of the basketball.

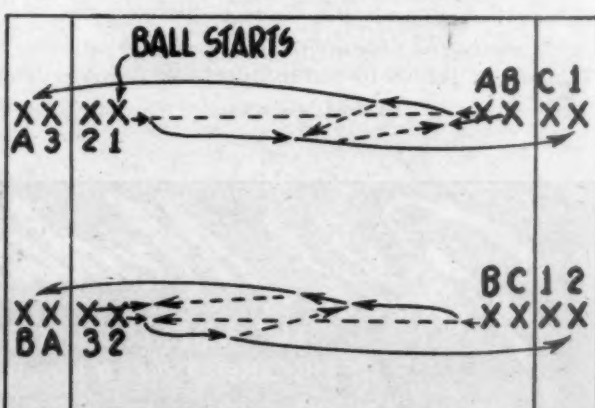
We call this drill our double and single exchange. Placing our boys in groups of three on each side of the court we begin

(Continued on page 51)

Single exchange pass drill using a soft under-hand flip pass. Lines may be spread further apart to drill on longer passes.



Double exchange pass drill or the long- and short-pass drill. The long two-handed pass is followed by the short flip pass.



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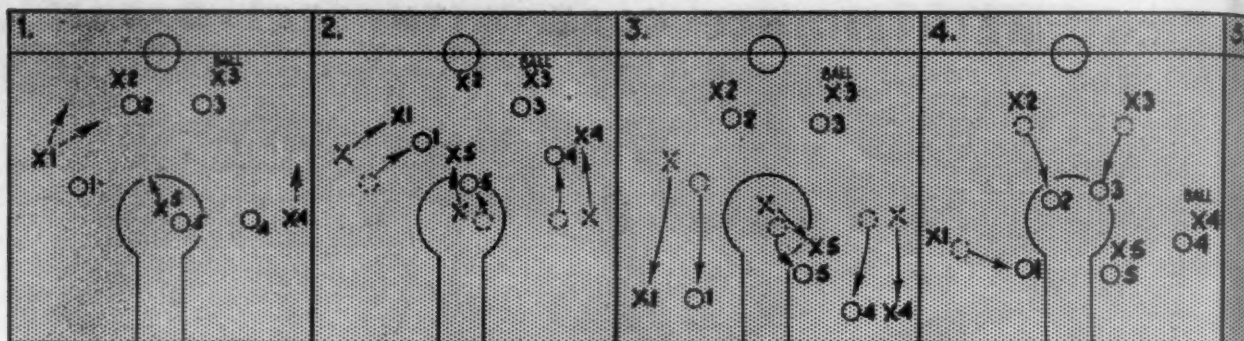
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Basic Defensive Techniques

By Floyd Baker

Basketball Coach, Richmond, Indiana, High School

THERE are certain basic defensive techniques that every coach and player should know. The coach's teams will be successful directly in proportion to how much and how well he teaches these techniques; the players will be outstanding defensively in a direct ratio to their mastery of these same defensive techniques. I shall name and discuss a number of these defensive techniques which I have seen other coaches use and which I have used to place my teams in the "sweet sixteen" eight times in the last twelve years. Seven of the teams competed in Ohio "A" tourneys and one in the unlimited Indiana tourneys.

In Diagram 1, I have shown a sketch of what I think is the most important defensive technique for guarding the men who do not have the ball, that is, where to play in relation to the man and the ball. The position of the ball and man directly determines "where you play and how." Guard X3 has the ball with forward O3 guarding him from about five feet away and directly between him and the pivot X5; O2 has loosened and to the middle on his guard; O5 is playing slightly in the rear and to the strong side; O4 is playing X4 even; and O1 plays X1 loosely and slightly to his rear. Now if X3 wishes to

pass to any of the three front men, they will be forced to go away from the basket to avoid an interception as shown by the arrows. They will thus weaken their offensive threat as they receive the ball.

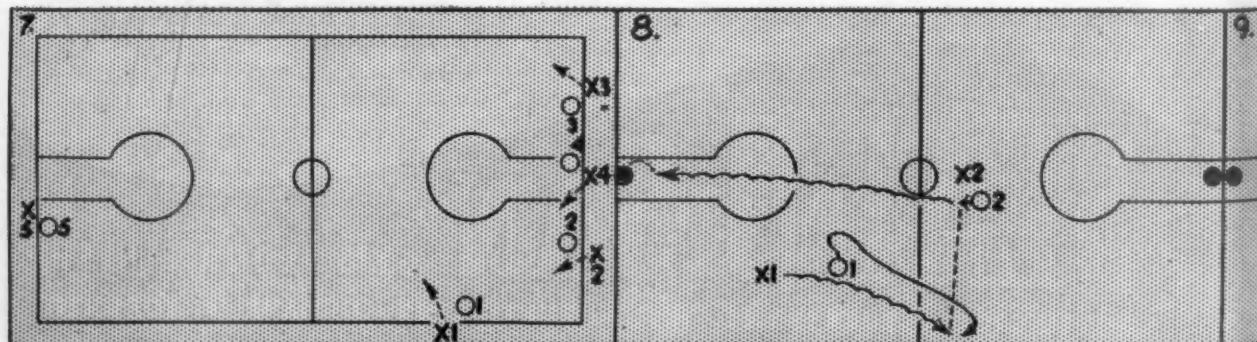
As the offensive men move away from the basket, the defensive men swing to the inside and behind them, as shown in Diagram 2, keeping between them and the basket at all times. When their men are even with the free-throw line, they should be played about even and as they get closer to the basket and in the area between the free-throw line and the end line they should be loosened on and over-shifted until the defensive man is almost directly between his man and the ball, as is shown in Diagram 3 with the two offensive forwards and center. This type of position can be defended because the distance between the offensive man and the end line or basket is too short for a soft loop pass. This leaves the offensive man no alternative but to break far out towards mid-floor before he can be in a safe position to receive a pass. Note in all the three diagrams that the defensive man has a "triangle position" in regard to his man and the ball so that by exercising a bit of peripheral vision (called "split vision" by many coaches), he can watch both his

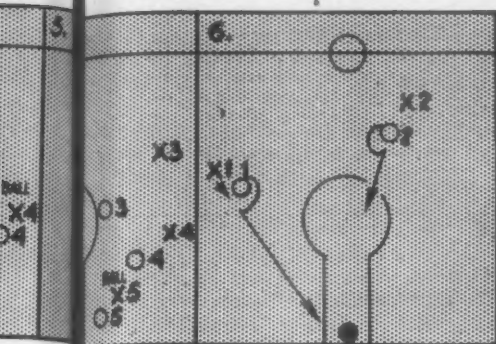
man and the ball.

In Diagram 4 are shown defensive positions with the forward X4 having the ball on the side; in Diagram 5 with the center having the ball deep near the basket. This "loosening" and "triangle position" give a man-for-man defense many of the advantages of a zone without saddling it with many zone weaknesses. It assuredly strengthens the man-for-man without adding any weaknesses. An added strength not shown for a man-for-man is that this plan of positions and the loosening make it easier for the man-for-man to slide through or change men as the occasion demands.

A second essential defensive technique is that of screening out (many coaches call it "buffing out") the offensive man after a shot from the side or middle of the floor and at a distance of twenty-five or more feet from the basket. In Diagram 6, on the side defensive O1 has set so X1's inside foot is in a line with his outside foot and the basket. When X1 shoots his long shot, O1 swings on his outside foot, thus placing himself directly between X1 and the basket, and then races for the rebound. Near mid-floor, defensive O2 uses the same tactics on offensive X2.

A very important defensive technique is

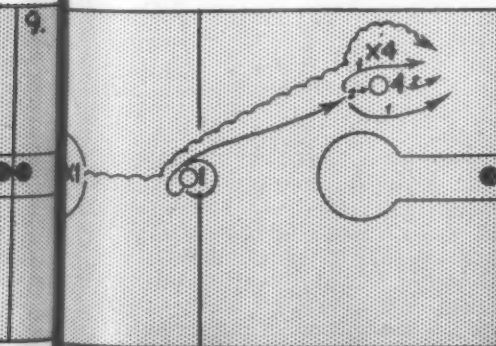




forcing the man out of bounds to pass away from the basket and thus from the scoring area. In Diagram 7, defensive team O is forcing offensive X to pass away from the basket by overshifting to the basket side. In addition to overshifting, defensive O should have the hand toward the basket down to stop a bounce pass and the other up for a high pass. When the ball is out of bounds directly under the basket, it is smart defensive play to play the "strong" hand of the passer. In the example shown, X4 is right-handed and thus defensive O4 plays on that side with his right hand up and left down. This helps the other defensive men concentrate on an interception since it must go in a certain area. Note also in Diagram 7, that, in the back court after a basket or out-of-bounds on the end, O5 is playing X5's strong hand even though it is on the outside. This prevents quick, long passes to men breaking fast or loafers at the far end.

Another very important defensive technique is forcing the dribbler to go in a certain direction. He can be controlled and maneuvered until he is helpless as an individual and a team loss to his team mates who have built around his dribbling and waste valuable playing time and opportunities waiting for him to get open or in position. In Diagram 8, X1 starts down the floor directly at O1 which is a smart maneuver on his part. However, O1, who is just as smart, goes to the inside and thus forces X1 to the outside, and, by

(Continued on page 51)



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The STRAIGHT-RUSH Fast Break

By Richard Christensen

Basketball Coach, Richmond, California, High School

RICHARD CHRISTENSEN has authored four previous articles for us, all of which have received very favorable comments from our readers. Christensen is starting his third year of coaching at Union High School, Richmond, California, where his teams are noted for their fast break.

THE fast break is an exceptionally valuable weapon for most high school teams. In certain cases, it would seem wise not to use a fast break very often. If a high school team is made up of all tall players, they probably are better off to use a deliberate offense entirely, to insure consistent rebound opportunities. Even then, in many cases the fast break may be used to advantage as a corollary to the regular attack. In some cases the fast break along with an aggressive all-court pressing defense forms the entire offense.

Before going further into the fast-break pattern, it is well to consider the type of defense used by the team. College teams learn to fast-break from a man-to-man defense readily. In high school, however, the fast break may be adapted much more easily from a zone defense where the guards are always back to rebound, and the forwards always in position for the break. It takes a great deal of practice and experience to teach all five players to handle all assignments in the break. The fast break depends upon good defensive rebounding to get the initial pass out. A team playing assigned man-to-man may have its big guards out of position when a

shot is taken, and there is no chance to start the fast break. Therefore, if an average high school team is to use a man-to-man defense and employ the fast break, defensive shifting is in order to keep the big rebounders in position. Of course if the team is made up of boys fairly equal in size, with much experience, they may be able to handle a fast break well from a non-shifting man-to-man.

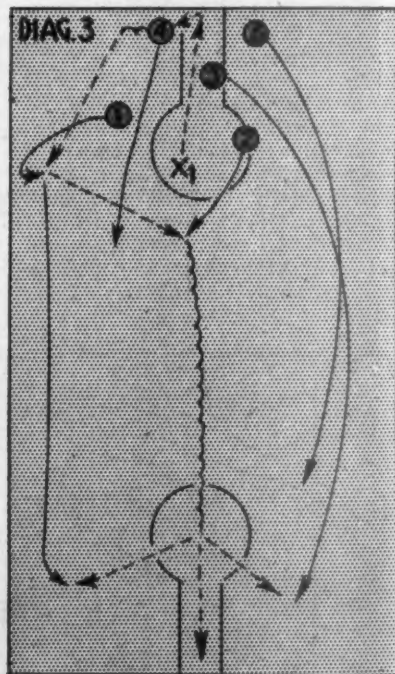
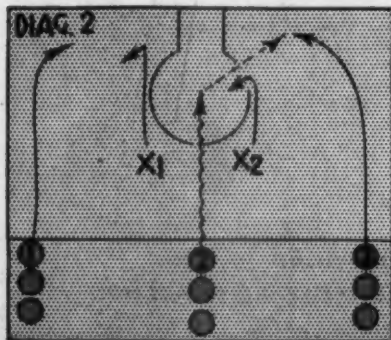
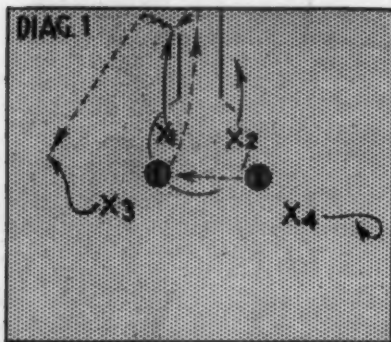
The zone defense gives an ideal defensive set-up to start the fast break. The faster, clever forwards are always out in the front line, and speed to their position for the pass-out as soon as a shot is taken. The guards and center are depended upon to get the rebound. As soon as one of them gets the ball, they know exactly where their receivers are. The specialization of duties simplifies teaching the fast break a great deal.

There are three parts to the fast break: (1) the defensive rebound and pass-out, (2) the break down the floor to outnumber the defense and (3) the final split-second reaction whether to shoot or to pass back out if the defense has not been outnumbered. Each of these phases must be practiced and understood. The first step must be executed correctly or the fast break will never even get started. The rebound men must learn to rebound aggressively and clear the ball to the front men accurately. In college play, many guards become so proficient that they rebound and hook the ball out before touching the floor. This is too much to expect from all high school players. We teach the boy to rebound hard, and fake with arms, shoulder, and head to clear himself as he drives out from under the backboard. In general, the rebounder fakes after reaching the floor, takes one low dribble toward the side line to clear the under-basket scramble, and jumps high to hook-pass out to the forward. To practice this first stage of the fast break we use the drill shown in Diagram 1.

Players O1 and O2 pass the ball a few times with X1 and X2 guarding them. O1 or O2 shoots and both follow up. X1 and X2 take the rebound and clear to X3 or X4. Correct rebound technique, driving dribble technique, and the hook pass are emphasized.

This part of the fast break is practiced by all five men every time we work on 5 against 5 at one end of the court. Whenever the team on defense recovers a ball following a shot or interception they break.

The second phase of the fast break is the dash down court to secure a close shot after outnumbering or outmaneuvering the defense. The ball must go down the middle. We use the three-lane, straight break with the side-line men approximately even with the center man. This is the most common style of fast break but it is effective. The first drill in mastering the 3-lane break is that shown in Diagram 2. This drill simulates the usual situation met in the fast break, 3 against 2. The offensive men O1, O2 and O3 try to drive in for a close shot against guards X1 and X2. During this drill the players learn a great deal through practice. The coach should point out several different feints and tricks to help fool the defense. If the coach can demonstrate them, all the better. I coach the center man to dribble at top speed to the back of the circle, then quickly slow down to a controlled dribble to make one of the guards commit himself. At any time when one of the guards commits himself to the dribbler the side-line man is wide open to drive into the hole for a lay-up. Usually the guards will fake and give way at least until reaching their defensive free-throw line. This is the point where most fast breaks are broken up. The dribbler going at full speed cannot control the ball suf-





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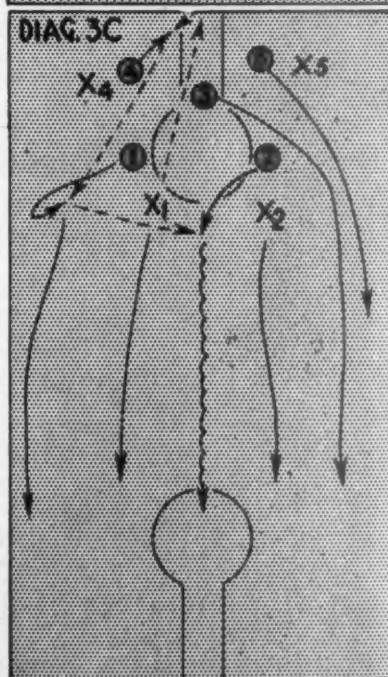
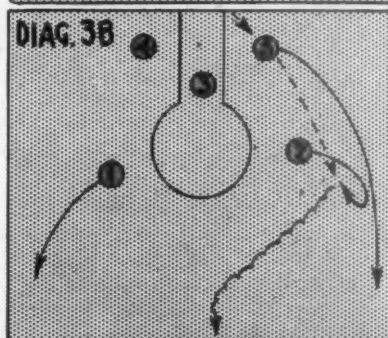
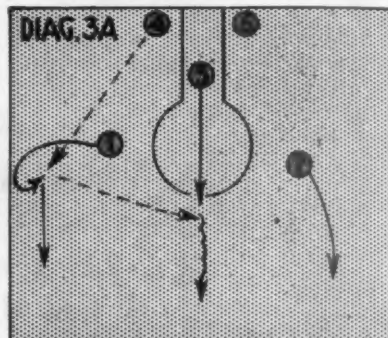
ficiently to make a quick pass when the guard commits himself. A fast dribble is too high to recover quickly enough. (I am referring to the average high school player; college players learn to drive at full speed with ball control and head up.) Frequently the dribbler takes a hasty last minute shot, or leaves his feet on the guard's fake and throws the ball away, or to the retreating guard. Therefore, if the dribbler will suddenly slow down as he crosses the free-throw circle to a controlled, head-up dribble, he can continue right into the hole, whip a quick flip pass off the dribble, or he can stop six or eight feet from the rim for an easy shot. The following are two useful tricks for a good ball-handler—the split vision pass, and the jumping fake one way, feed the pass another way. If the dribbler has good split vision, he can frequently fool a guard who watches his face and eyes. Quite often the other play is more effective. The dribbler drives in to the free-throw line, leaves his feet and while in the air fakes either to one side or fakes to shoot, and flips a quick under-hand pass as either guard leaves his feet. Such tricks to out-manuever the guards come from experience and plenty of practice. One point to be emphasized in the discussion of fast break is this. If at any time on the way down court, a defensive man should try to stop the dribbler or let a side-line man past him, the dribbler should feed the ball to his side-line man; it is then two against one and easier to score.

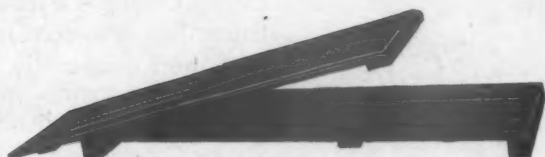
In a team fast-break pattern there are several useful patterns. Some excellent coaches use a free-lance, 3-lane rush. Some coaches prefer a crisscross fast break because of the natural screens inherent in such a play. We use a straight rush with very little crossing. It is the most common fast-break used. In general, we use short passes down the court. Long-pass fast breaks make for a few easy baskets, but are not as dependable for most high school teams.

To simplify the fast break for the players, practically the same pattern is used at all times. The important man in the fast break is the player who must drive down the center to handle the ball most of the time. If a team has one player who stands far ahead of all others in ball-handling skill, it may be best for him to take the middle on all breaks. The same is true, to a slightly lesser degree, of the two side men in the break. The coach must find out the relative fast-break ability of his men before setting the exact pattern. Once he has decided on the best use of his players, it is usually well to stick by the same fast-break play. Unless a great deal of scouting is done, a simple 3-lane fast break need not be altered through the season.

Diagram 3 shows the basic fast-break play from either zone or shifting man-to-man. If a strict man-to-man is used, the

two players in best position would take the O1 and O2 positions. As shown in Diagram 3, X1 has taken a shot. The guard O4 rebounds and hook-passes out to forward O1 on the side line who has broken for his position on seeing that his team has recovered the ball off the board. The opposite forward drives into the middle and takes a lead pass from O1. O3 then dribbles at top speed for the basket. The player driving down the opposite side may be either the center, as shown, or the guard O5, depending upon which is the better





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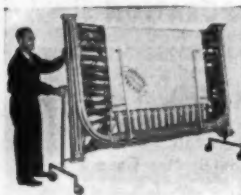
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fast-break man. The guard O5 follows for an outlet pass. Rebounding guard O4 follows well behind in case an interception should find his own team vulnerable to a fast break.

Diagram 3A illustrates the logical fast-break pattern to use if the center O3 is an exceptionally good fast-break man (especially off a 3-2 or 2-1-2 zone).

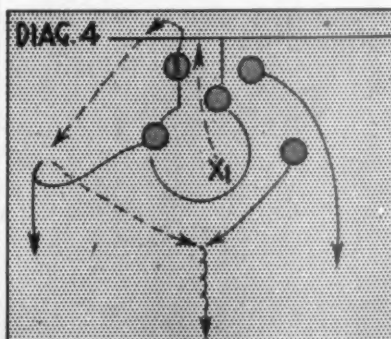
If a high school team is fortunate in having one really exceptional ball-handler as a forward, it may be well for him to handle the ball on all breaks. The break would work as in Diagram 3, if O2 is the key man. However, if the initial pass came out to O2, the play would work as in Diagram 3B. O2 dribbles the ball. This slows down the break, but if O2 is a great ball-handler, the delay is worth while.

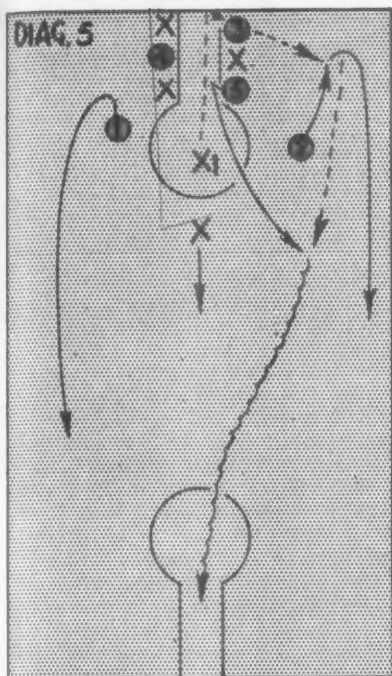
We work on the fast break a great deal, using the drill shown in Diagram 3C. After X1 and X2 pass the ball a few times, one of them takes a shot. O4 and O5 screen out X4 and X5, rebound, and pass out to start the regular break. X1 and X2 fall back and try to stop the 3-lane rush by O1, O2 and O3.

If the defense is not outnumbered, fast-break shots usually mean tough running shots with little chance for a rebound. Therefore, the coach must insist that the fast break be controlled when the conditions do not warrant a shot. This can only be properly realized by players in scrimmage.

A team to receive full benefit from fast-break tactics, must be conscious of its uses from every possible opportunity. When a basket has been scored by the opponents, the same fast break is in order. Whichever player, guard or center, gets the ball as it drops through the rim, he jumps outside and "pegs" the ball to the forward on the side line. The rest of the break is the same pattern again. This is shown in Diagram 4.

Fast breaks after a free-throw attempt are more difficult, but occasionally go all the way. Diagram 5 demonstrates one pattern for this play. On the free-throw attempt, the defensive team places the largest men at O3 and O4 spots. They try to tip the ball back on either side to O1 or O2. Player O5 defends the area in front of the basket on a shot. As soon as he sees the tip play work, he drives toward the





side line to take a pass out from O1 or O2. In Diagram 5, the ball is tipped to O2 who passes to O5. O5's first option is a long pass to O1 if O1 is behind the defense. Otherwise he can dribble down the middle as shown. This is a surprise play and will probably work only twice or three times in a game. Players must be sure to hold up the play if outnumbering is not possible.

Scoring in Hockey

(Continued from page 15)

goal before circling the cage. The teammates will be in a more advantageous position to score on this pass than if he waits until he goes behind the goal. The time consumed in circling the net permits the scoring area in front of the goal to become filled with opposing players and renders scoring difficult.

It is true that many goals seem to come in quick succession. Consequently, when one is scored, the offensive team should turn on an extra bit of energy and spark to put in another, remembering that the opponents have a natural momentary mental and physical let-down following a score against them which often makes another quick goal an easy matter. Scoring must be practiced at every opportunity. Hockey players should never be lax. They should concentrate 100 per cent on getting the puck into the cage. They should remember, if they hope to be better-than-average players, they must put in more than the average time and effort into every scoring opportunity.

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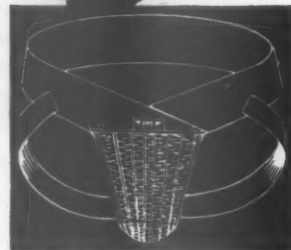
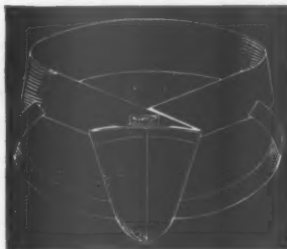
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The Third Quarter, One to Go.

By Lester S. Fein

Fallsburgh Central School, Woodridge, New York

THE dressing room was quiet, the only sound the heavy breathing of the players. All eyes were on the coach as he paced the cement floor. "We've got this game won; go out; fight to keep it won!", he told his players.

That was the scene at half-time, with Central High leading 20-15. It seemed as if the home team had that game, yet, at the end of the final quarter, the score was Central High, 31; Visitors, 40.

Many games end like this. Reasons and excuses are varied and many. One cause of many losses is very easily overlooked—poor physical condition.

Basketball is being played at a terrific pace. The fast break, all-over court tactics, pressing defenses and bruising back-board play have made it more important than ever to put on the court players who are in the best physical condition. The old Law of Readiness once again enters the picture. Let the team members be prepared to face strenuous games and competent opponents in the best possible shape.

A Faster Second Half

In the last half there is an increased tempo of play which in the fourth quarter is even more strenuous and faster. A boxing match that is about even all the way finds the boxers prepared to give all they have in a final attempt to gain victory. All things being equal, the fighter who is in the best shape will more often than not emerge the winner. Basketball is certainly no different. In the last quarter both teams are frantically trying to gain another score, to break a tie, to clinch the game, or to come from behind to win. This type of play demands, more than ever before, higher speed, greater physical

power, and increased stamina and vigor from the individual player. Coaches must recognize this and plan to allow sufficient time for conditioning in order to secure maximum physical efficiency in the players.

Pre-Season Conditioning

Pre-season practice and conditioning have not gone far enough. Legs and wind have been ignored too much. Many coaches have given time and attention to these factors, many have not. A coach is likely to forget that endurance, power, and vigor play as important a role as passing, dribbling, and shooting. The fighter who possesses a deadly left hook but is powerless to apply it after a few rounds, due to fatigue, might just as well have not entered the contest. A basketball team that has several "shooting stars" who become ineffective when fatigue causes inaccuracy, poor defensive play, lack of power for long set shots, and loss of drive or a sparkling defense, may in the last quarter lose that

LESTER S. FEIN coaches at a small school where reserves are not plentiful. This fact forced Fein to use his regulars during practically the entire game. He worked out a conditioning program which is discussed here. That his program has borne fruit is witnessed by his coaching record against larger schools.

big lead which they had at half time.

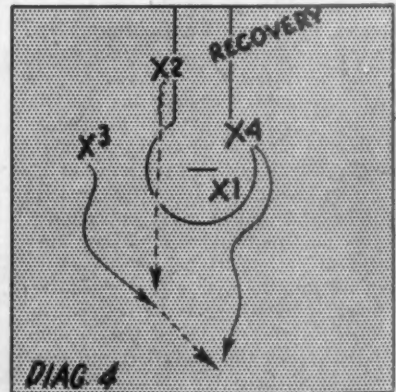
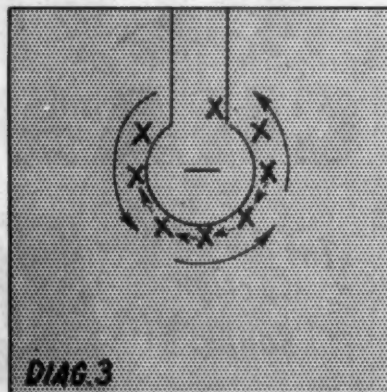
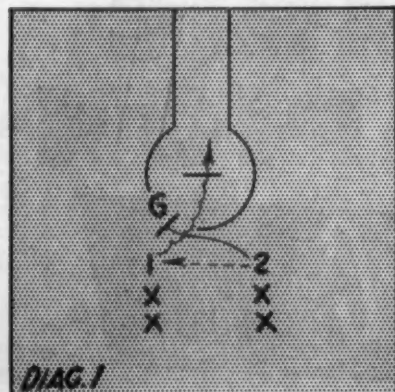
Calisthenics are an excellent means of warming-up and conditioning. A minimum of ten to fifteen minutes should be allotted during the pre-season period for shaping the team. The calisthenic drill must be organized and administered with an aim to achieving desirable outcomes. The fundamental aim of conditioning is to produce a player who can participate with maximum physical efficiency, thereby enabling the individual to use his physical capacities and abilities to the utmost.

Every coach has his preferred list of exercises. For developing the leg muscles we use running exercises including sprints and middle-distance running; jumping and leaping exercises; rising on toes; ankle rotation and flexion; knee bending and flexing; duck walk; squat jumps; rope skipping; hopping and skipping and leg kicking (football style). For added interest and motivation, these, especially the running exercises and duck walk may be used in relays or races. A coach might do well to dress the squad in sweat clothes and take them out for a cross-country run.

There are basketball drills that combine the elements of good conditioning and practice in fundamentals and team play such as: 1. Relays that emphasize dribbling, passing and shooting. 2. Three-men weave down court. 3. Three-man basketball on the basket.

Diagram 1. Two passes to 1 and 2 sets a screen on G as 1 dribbles around the screen for the lay-up.

Diagram 2. Two passes to 1 and sets a screen on G1. One dribbles around the screen. As G2 switches to 1, the pass is given to 2 by 1. In this play, 2 slips inside the defense as the switch takes place.



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Diagram 3. In the drill shown in Diagram 3, the players run around the free-throw area counter-clockwise. The pass is given clockwise to the player behind. At the whistle, the squad runs clockwise and passes counter-clockwise.

Diagram 4. One takes a set shot; 2 recovers the ball, dribbles out a few steps, and passes to 3 who fast-breaks. Three passes to 4 who breaks fast on the other side of the court. Four drives in for the basket, and lines up at the rear of the X1 line, 3 goes to line 4, 2 goes to line 3, and 1 goes to line 2.

Mid-Season Conditioning

True, the basic training has been completed during pre-season practices, but to maintain top shape of the players, follow-up is important. Games are not really conditioners. When a player shows signs of fatigue, the coach pulls him out for a rest and sends in a substitute. This does not allow for a true conditioning situation. Therefore, mid-season practices must be sensitive to maintaining playing efficiency. Long scrimmages, with a minimum of whistle blowing, and three-man basketball on one basket are good at this stage of the game.

Safety and the prevention of injuries are of importance. Good condition will help keep injuries to a low in practice and in games. Unprepared physically, a boy who runs out onto a court is more likely to turn an ankle, twist a knee, or strain a cold muscle than if he were warmed up and ready. The coach who takes the time for warm-up drills and exercise will be amply repaid in fewer injuries and better basketball.

When the season is under way, too often a coach takes it for granted that his players are conditioned and the time is devoted to preparing for the next game on the schedule. This is a serious mistake. Conditioning should remain a factor in every practice.

An aspect of good condition that may often be slighted is the desired mental health of the individual. The player who is eager to get into the game, who has confidence, poise, and enthusiasm is usually the one who possesses, in addition to ability, the physical make-up to use his skill to its maximum capacity. The poorly conditioned player lacks all these. He slows the team pace, "can't stand the gaff," shows poor defensive play and has not the stamina and power to play the brand of ball needed. Good physical-condition means good mental health. A player must be ready to participate wholly, physically and mentally.

That extra something, top shape, is necessary to score the needed goal or to save one. The players and team that have the extra spurt have the best chance of winning. At the end of the third quarter, it's three down and one to go!

Early Training of the Big Pivot Man

(Continued from page 17)

a city league. Normally, it slows up the well-developed, skillful, and fast boy if he plays independent ball for a year or two before going to college. To this tall, slow boy, however, it gave maturing body strength, more foot speed, and importantly it gave him better ball-handling, so essential in pivot work about the basket. An alert Southwestern university got the tip on him and he will be playing for that institution this coming season. His height of six-ten will place him among the tall, effective centers of the country.

The point we arrive at now is that, with a reach of trained instruction back into the grades, we salvage more big pivot men for the colleges of the country and with this potential wider distribution, part of the problem I mentioned in my October article will be solved. There will be giants against giants on all teams, and no special legislation needed.

I should like now to offer a series of drills, which will not demand coaching, for quickening physically those "budding" big boys down in the grades. They can be directed by any general physical education instructor. I worked them out a few years ago when I had a group of slow boys and still wanted to keep up the "fast break." They may be called sub-fundamentals as they are basic to, and derived from, the regular fundamental drills.

Equipment needed is a whistle and a stop watch. The forcing factor back of all these sub-fundamentals is that they are all done against time.

1. **Sideward Slide.** Stand the boy at the mid-court line in a basic defense position—feet straddled, knees slightly bent, elbows sideward, shoulder high, hands upraised, fingers spread. At the blast of the whistle, have him slide to the end line. Stop the watch. Give the fastest boy ten points. This will be your norm until you get one established. Deduct one point for each tenth-second slower.

2. **Backward Run.** Start the boy at the center line, but facing up court, in the same defense position as described in 1. Have him run backward to the end line. Use the same scoring.

3. **Staggered Cross Court Run.** Stagger four chairs or boys down the length of the court, two towards each side line, eight feet in to allow a turn inside the court. Start the boy at the end line back of the basket. Clock him as he crosses the end line back of the opposite basket. Use the same scoring.

4. **Full-Court Dribble.** Start the boy at the right-hand corner of the court. Place a chair two thirds of the way down the right side of the court and eight feet in

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from the side line. Have the boy go outside of this on a drive to score a dog shot at the opposite end of the court. Clock him as the ball hits the rim on the way down from the backboard. Deduct one point for a missed basket.

5. *Pivoting Run.* Use an indoor baseball diamond or chalk one out. Place the boys on each base. Start the contestant at home base. Have him run to first, execute a reverse pivot outside of the boy at that base, of the one at second, and of the one at third. Clock him in at home base. Use the scoring as in 3. The sixth drill is the reverse of the drill shown in 5.

7. *Dribble and Pivot Run.* Use the same lay-out as in 5 and 6. Have the boy make the same run, but with the ball. As a stop and reverse pivot is made at first, the ball is passed to the man on first, received back again and the dribbler continues on to second for another stop, pivot, and pass, then to third, and is clocked in at home base. Deduct a point if he fails to control the ball there. The variation is greater in this drill for ball-handling is involved and there is a new getting-underway at each base. Deduct a point for every two-tenths second slower than the best. See that the men on the bases are your best ball-handlers. They should face out. Drill 8 is the reverse of 7.

9. *Pivoting Dribble.* The dribble and run are the same as in 7, but the ball is not passed to the men on the bases. The dribbler executes his pivot without breaking his dribble or double dribbling. Either request a fresh run or, if you have a large group, deduct points for each mistake. The tenth drill is a reverse of 9.

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What to Look for in Scouting

(Continued from page 16)

combat the strong opposing retrievers and may also strengthen his own players and team in this department. That held ball at the end of the game when the score is close may be worth a little time and effort on this phase of the game.

Loss-of-ball data are extremely important to the coach for instructional purposes. A player who constantly travels with the ball, or makes bad passes will more readily correct his errors if it can be pointed out to him just how many times he is guilty during a game. Advantage may also be taken of opponents who have bad habits in this department of the

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game. For example, an uncertain passer may be pressed by the defense, causing him to lose the ball more frequently.

Personal-fouls data are commonly used and, of course, are utilized by coaches in several ways. The data are used for instructional purposes. It is also of value for a coach to know which opponents foul most frequently so that strategy may be used accordingly. Naturally offensive threats should be directed toward defensive weaknesses.

It naturally follows that objective team data are available by computing the totals of the individual records. While it might be said that the team results are merely a total of the individual results, it really means more than this; for the coach's own team the total picture will show not only the team average but whether the team in general is failing to drive in for the basket, is taking bad shots, is failing to take advantage of known defensive weaknesses in certain areas, etc. In many games we have reviewed the charts at the half and discovered that our team has taken only three or four shots the entire half in the short area. Naturally this means, at a glance, that the team is not taking advantage of plays going into the basket, or that we are not feeding the post man properly, or possibly that the offensive rebounding is off.

There is nothing as valuable in planning an attack against an opposing team as knowledge of that team's general shooting

ability and styles of performance. Charting teams will indicate whether a team is a free-shooting team, or a conservative "percentage" shooting team. Some teams have shot as few as eighteen times at the basket in a game, while others have shot as many as 115 times. Usually charting an opposing team several times will yield a pretty good picture as to the general style and plan of its players in regard to shooting.

Subjective Scouting

Now let us consider the values of the subjective scouting observations. For the individual a personnel report should be made on each player which should include such factors as size, speed, aggressiveness, competitive ability, endurance, temperament, defensive ability, etc. These observations are just as valuable as the objective ones in coaching individual players and planning the play against individual opponents.

Subjective team observations are, of course, one of the very foundations for coaching a basketball team and for planning the attack against team opponents. Certainly the coach must be able to observe his plan of offensive and defensive team plays and organization. He must be able to decide which parts are functioning and what adjustments need to be made, during the progress of the game. He must also be able to take from this subjective

scout report parts which will be helpful in future games. Will it be a fast break the entire game; a forcing man-to-man defense; a zone defense? Are the out-of-bounds plays being utilized? Is the team rebound organization functioning? These observations and many others may only be observed properly if scout reports and records are kept.

The subjective observations of the opposing teams are of equal importance. What offensive plays and tactics do the opponents use? What measures are to be employed by the defensive team to stop them? Do the opponents use a man-to-man, zone or combination defense, and how do they use it? What offensive plan will best attack the opponent's defense? It is certainly obvious that these subjective team observations are invaluable to the coach.

Still another phase of both objective and subjective scouting may be of value. This includes the performance of individuals and teams on home courts as compared to visiting courts; first half compared to second half, which involves endurance, for example; performance in practice games as compared to major games, etc. Information of this kind is extremely valuable in the conditioning of players and teams and in the psychology of coaching.

Objective scouting may be done by any person who has a reasonable knowledge of the game. Subjective scouting should be done by an expert.



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The Coach and Guidance

By Sam E. Clagg

Assistant Football Coach, Marshall College

THE role which the athletic coach and physical education instructors play in the guidance of our youth that they may become better members of society is of the utmost importance. No coach should lose sight of his position in the formation of attitudes in the citizens of tomorrow. Because of familiarity in coaching principles and techniques this article will deal primarily with the guidance role from the athletic coach's standpoint. It is assumed, however, that because of the similar position of the physical education instructor a like result in the guidance role might be attained. It must be remembered that the coach, because he is dealing with fewer individuals than the gymnasium instructor, might in that way be more able to know and counsel his individual team members. On the other hand, a physical education instructor might contact and exercise influence over a greater number because of his connections with many.

The coach, because of his position is a "natural" in the role of counseling and guidance. All persons are born with the desire to play. Are there anywhere boys who do not like activity. It is natural, therefore, that boys would admire and follow a man who coaches some sort of play situation. No matter how much work the game seems to the coach he must never lose sight of the fact that for the boys it is play. Nobody drives these young men to participate. They do so of their own free will.

Usually when a child has a dislike for a game it can be traced to some particular cause. This cause often lies in the form of beginning instruction the boy has received. It is not to be presumed that the instructor was a qualified one in the physical education sense. It may easily have been a father, some other relative, friend or well-wisher. At any rate, by improper methods, due to poor teachers, the individual's natural interest has been killed. These improper methods often result in boredom, embarrassment or injury, any one of which kills the individual's urge to participate in a game, or like games, in which these results were acquired.

Adherence to the three laws of learning are a guiding step in the right direction; 1. the law of readiness, 2. the law of exercise and 3, the law of effort. Briefly put, the law of readiness states that the more ready a person is to participate in an activity, the better he performs and the better satisfied he is in his performance. In reversal, the less ready the individual is, the poorer his performance and the less

satisfaction obtained. The law of exercise states that the more often a thing is done the better it is done. This pertains to methods both right and wrong. Continuous practice of an act in the wrong method leads to an established wrong technique. Any good coach would rather have a boy with no coaching at all, than to have to waste time uncoaching an improper method, before the proper fundamentals might be taught. This is disagreeable for both the coach and the boy. We learn to do a thing well only through practice. Watching the coach or demonstrator perform the movement will never aid the watcher once the mental picture is formed. The real learning takes place when the boy begins to perform the act himself. The law of effect states that if a person is satisfied in acting a certain way, he tends to repeat the same performance. If he is dissatisfied he tends to avoid it.

Proper guidance along these lines will lead the boy toward some form of athletic competition. In athletic competition the student receives benefits which are derived in no other phase of the school curriculum. Athletic participation is character building. The close physical contact and the spirit of competition teach a boy to get along with other people. There is nothing more important than to learn to live one's life well. What do the coach and athletics contribute to living one's life well? With the proper guidance of the coach, an athlete develops responsibility to himself in the form of conditioning, proper health and living habits and the knowledge of his assignments. The athlete is responsible to his team mates in punctual attendance, execution of his assignments and co-operation in working with them. The athlete is responsible to his school and its students in the way he conducts himself both on the field and off. It is the coach's place to establish discipline, tradition and desire that these ends might be attained.

There is a long list of traits attributed to athletics and any one of which might be isolated and elaborated on as to its source, course and development. These traits include aggressiveness, self-control, self-reliance, self-initiative, enthusiasm, determination and courage. To say that the game alone forms these traits is wrong. These traits are formed only through the proper guidance of the coach. The good coach will develop these things where the poor coach often destroys that which the boy has to begin with.

Not only is the coach guiding the mem-

bers of his athletic teams, but indirectly, through his team members he is guiding a large percentage of the entire school. By the very nature of the athlete's position in the school he is a guiding example of the coach's principles. No student in school society is more noticed than members of the athletic team. They are looked to and noticed either out of respect or jealousy. Those who look with respectful eyes will see only the good in them and are, at least, impressed or will attempt to imitate. The jealous eye is looking for a flaw in character. If it isn't found, he is at least set to thinking and soon respect is forthcoming. The coach builds models which will either be commended or condemned. In this respect the coach plays a tremendous role in unconscious guidance.

In the same light, this unconscious guidance goes even beyond members of the school. It goes out into the community and there plays an even more tremendous role. A young boy, with the exception of his parents, respects no one quite so much as he does an athlete. He will mimic or ape every movement of his idol. If the athlete is not a good trainer then the boy sees no necessity for his being. Smoking and late hours are probably foremost of this group. Here is an opportunity for a good coach to establish tradition, which in the long run, is not only helping the youth but also himself. "As the twig is bent so grows the tree." Many coaches never realize this. How many trees does he shape without ever having seen the twig?

It goes almost without mention that the coach's traits are most certainly copied. He must be an example in living habits for every boy of every age in the community. A man unwilling to play this guidance role is a man unfit to coach.

To this point, emphasis has been put upon what the coach can do in guidance, conscious and unconscious, without ever having been asked for guidance. The coach also plays a guidance role as counselor in which he gives advice or opinions to persons who are seeking such and to persons who are not. It is false to believe that only persons seeking guidance need it. Too often the person who does not seek counsel is the one who needs it most.

No one comes to know an individual boy as well as his coach. Through intimate contact a relation grows up between the coach and his athlete. An athlete sees in a good coach a person of sympathetic understanding. A person to whom he might take the most pressing problems and expect to receive honest advice.

If a coach is consulted by one of his athletes in a matter of which the coach hasn't sufficient working knowledge then the coach should either delay judgment and have conferences with somebody who does know and then relay this information, or take the boy to the person or agency, introduce him and his problem and then remain at least until some semblance of

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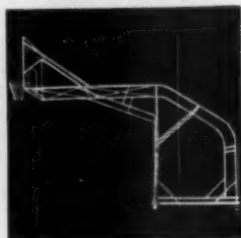
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favorable contact is made between the two.

As to how far the coach's role in counseling should extend is another question. Should it end with athletes or go beyond into the entire student body? It is believed that the coach, like any good teacher, should be ever willing to give advice in a situation with which he is familiar. His active guidance role should extend beyond his athletes, but only to the extent his knowledge of the individual makes the rendering of this service possible. This limits the coach's field to those with whom he has contact, such as close friends of certain of his athletes, team managers, cheer leaders, school sports reporters and the like. Beyond this span the coach should not volunteer his counseling activities, but should still be available to render assistance.

It has been the purpose of this article to bring before coaches a few of the points which have bearing on the guidance role. Most of these points are obvious, so obvious in fact, they have been somewhat overlooked by a great majority of the coaches. The athletic game in our schools is only a means to an end. The development of a better individual is the end our schools seek. A coach who does not contribute to this end, either aware or unaware, is not the man for the position which he holds.

New Books

Basketball Coaching Slogans, by Charles M. Karcher, published by Chronicle Printing Company, Coldwater, Ohio. Thirty slogans printed on fifteen cards, size 7 x 9. Price \$1.00.

The author of this idea is Charles M. Karcher, for the past eight years basketball and baseball mentor at St. Henry High School, St. Henry, Ohio. Karcher's teams have won state-wide recognition and a recent issue of the "Sporting News" acclaimed him as one of the outstanding fundamentalists in high school circles.

The thirty slogans in Karcher's kit are the ones used repeatedly by coaches—instructions in fundamentals which cannot be repeated too often. Coaches using these slogans, and they are numerous, have posted them on dressing room walls, locker room walls, bulletin boards and even ceilings.

The slogans are printed on different colored pieces of heavy cardboard stock, and are divided into three classifications: Ten deal with offensive fundamentals, ten with defensive fundamentals and ten with general principles. A sample of the slogans, "Reach for the dribble, uppercut at the dribble, spoil the dribble but DON'T HACK AT THE DRIBBLE." Use study time to fullest advantage, do not endanger your eligibility, etc.

This is truly a fine contribution to school athletics and those who believe that

repetition is a good teacher in athletics, and who doesn't, will want a set.

A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education by participants in National Facilities Conference. Published for the above group by the Athletic Institute, 209 South State Street, Chicago, Illinois. One hundred and twenty-seven pages, price \$1.50.

Without fear of contradiction, we can say that never has the publication of a book in our field been so eagerly awaited. The conference, comprised of representatives from just about every organization connected with athletics and recreation met for two weeks just a year ago. The purpose of the meeting was to draw up basic approved plans and recommendations for all types of athletic and recreational facilities. Architects, landscape architects, theorists were all there and the work they did will be a real contribution to athletics. The summary of their findings are printed now and what a welcome relief it is to have the material available. As soon as we heard of the conference we cautioned our readers to wait for the material of this conference before doing any building or planning as it would save them lots of grief. The delay was well worth it and readily understandable when one notices the fine architects drawings and detail that went into the finished product.

We say it again, if you are building or replanning your facilities, by all means get this book. It's a honey.

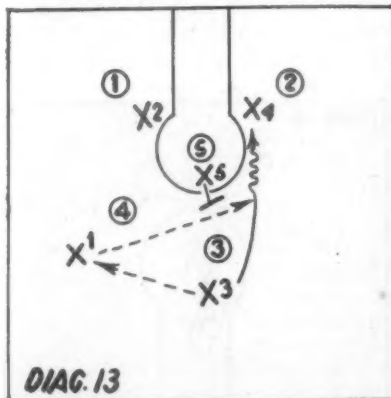
The Inside Screen

(Continued from page 22)

Every team found great use for this method of offensive attack.

There are those who claim that inside screens are successful against various man-to-man defenses only and perhaps that is true. When confronted with a zone defense, there must be less moving of men and more moving of the ball. A zone defense has, however, certain handicaps which a team should try to overcome even though a zone does stop most screening attacks.

One suggested way that an inside screen



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may be used against a zone defense is presented, should readers feel that other attacks on a zone defense are unsuccessful. Three passes to 1. As that happens, 5 moves up to screen Defensive 3 who is blocked out when 3 breaks in and receives a return pass from 1, Diagram 13.

Thus we have the inside screen, a basic movement of offense, yet exceptionally flexible. Properly executed, the inside screen not only creates great pressure on the defense, but also fulfills a cardinal demand in basketball. It keeps both men and ball moving on offense, giving the defense little chance to set itself. It creates

many good shooting situations all of which are the ultimate aims of most every offense that has been designed.

Colby teams try to combine the inside screen with the outside screen, the fast break and with pivot play. Each contributes certain phases of offense which are vital in particular games, at particular instances, against particular defenses and individuals. The inside screen gives us driving power and openings for one-hand shots, for open, unhurried set shots and ball-possession possibilities.

It is an easy, natural movement packed with power and versatility.

Screening: Interpretations and Types

(Continued from page 13)

may cause a collision. If the offense moves slowly enough to avoid charging, the play is legal. If the defensive man pushes or charges the screener to get at the dribbler, the foul should be called on the defense. This type of screening for a dribbler is specifically sanctioned in the *Comments on the Rules*.⁴

Dribbling Into a Screening Position

Another technique for screening is that of dribbling between a teammate's defensive opponent and the basket, then holding the position as a stationary screen. This type of screening may occur in the case of most any dribble deep into offensive territory. Diagram 14 shows a simple form of this type of screening. As 2 cuts, a lead or hand-off pass might also be made from 1 to 2. The dribble-screen is used occasionally against a five-man pressing defense, that is, against a man-to-man defense which picks up the offense over the entire court. The original dribbler must cut for a return pass in case of a defensive switch.

Screening Continuities Need Flexibility of Paths

Most rotating mills or continuities are based partly on the idea of causing the defense to screen each other; and partly on the idea of causing successive switching by the defense until the defense commits an error. Switches which involve sharp changes of direction by the defense only, seem to give the offense a half-step lead. The switch of A and B in Diagram 2 is of this nature. When such switch situations can be woven into a continuity, the continuity merely needs to roll until a passer can hit a teammate with a half-step advantage on the cut to the basket. If the offensive continuities are run at less than full speed, the offensive men can avoid

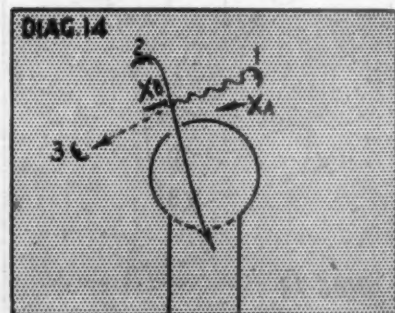
fouling. This slower speed is often necessary because a defensive man will sense the preferred path and place himself in that path; hence the continuity must not be too rigid in its form. It must permit change of direction. Team offenses are usually made up of various screening combinations similar to those described above, plus the fast break, the set-shot, and individual fake-and-shoot techniques.

The Contribution of the Screen to Basketball

Blocking indicates ignorance, awkwardness, or lack of ethics. The screen, however, is not only a legal technique but an indispensable part of highly skilled team play. It adds much to the finesse, strategy, and color of the game. It rewards alertness and penalizes stupidity. It makes the game of basketball a challenge to intelligent youth; a game wherein quickness of wit is of greater importance than pure physical prowess.

Correction—Please

In the article on *Footwork* written by Mr. Lawther in the November issue we wish to correct a mistake overlooked by our proofreaders. The second sentence of the article should read, "The motions of preparatory maneuvering should rarely involve complete extension of the foreleg,



⁴ Tower, Oswald (Editor), "Comments on the Rules," page 39 (fourth paragraph).

that is, a locked knee joint." In Diagram 2 showing the long stride stop and reverse pivot the outside arrow at the right is the reverse of what it should be. These are our errors made in the rush to meet production schedule. Editor's Note.

Coaching the Passer and Receiver

(Continued from page 30)

our drill. In our single exchange, XI starts running forward, passes to XA and then takes his position behind XC. XA passes to X2, and takes his position behind X3, and so on as long as we desire the drill to run. We have the boys run low, pass a nice, soft, under-hand flip pass. We have our receivers catch the ball with both hands and adjust it toward the body in preparation for their next pass. We pull our lines both tight and wide, making two separate conditions.

Our double exchange follows the same man arrangement with more passes. We often speak of it as our long-and-short pass drill, because there is a long pass always followed by a short pass. XI passes a long two-handed pass to XA. As they move closer together, XA flips a one-handed pass back to XI who in turn gives off to XB. XI and XA go to the end of the opposite lines. XB passes a long pass to X2 who in turn gives him a short pass back. XB passes to X3 and the drill continues in this fashion as long as we desire.

We use these drills throughout the year, being sure our boys never get careless or neglectful of their passing and receiving. A ball club can be no better than their fifth best passer and receiver.

Basic Defensive Techniques

(Continued from page 33)

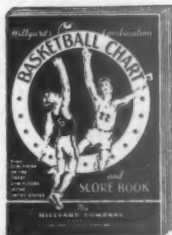
keeping at an inside and advanced angle, he can maneuver X1 closer to the side line and, just as he crosses the center line, trap him in a pocket formed by the side line, the mid-court stripe, and O1. We call this the "coffin corner" for here it is that many a good dribbler is "buried." Any pass from this trap is dangerous and a cross-court interception as shown will invariably lead to any easy score.

Diagram 9 shows how to handle a dribbler coming down mid-court. Defensive O1 feints off to his left and forces X1 to his left and weak side. This is presuming X1 is right-handed. From this position on the court it is impossible to trap X1 in the "coffin corner" so O1 maneuvers him to the side line and into his forward team mate X4. Here he is forced into a



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trap by O1 and O4. In trying to go around O4 and X4, he is forced to go to the side more than ever and can be trapped either by O1 loosening and picking him up as he comes around the screen, or he can be picked up by O4 if defensive team O uses a changing defense. Either way he is both stopped and trapped and in a dangerous position from which to pass and a worse one from which to shoot.

The last technique, but certainly not the last in value, that can be stressed is defensive handwork. I personally favor the outside-hand-up, inside-hand-down method since it discourages long, high

passes and inside passes which are the most dangerous from a scoring angle. By leaving the offense open to pass on the outside, it is easier for the team mates of the man, guarding the passer, to intercept for they know where he cannot pass.

The readers may or may not agree with these defensive techniques, but I am sure they have more points in their favor than against them. No defense is perfect as is witnessed by point-a-minute basketball. Regardless of the defensive techniques used, they should be taught long, often and thoroughly, and a team will profit greatly by the results.

Broad-Jump Olympic Champions

(Continued from page 6)

of 24 feet, 7 5/16 inches by Laessker.

In past years Japan has produced excellent jumpers such as Nambu, one-time holder of the world's record. It seems logical to expect a few good jumpers from the Tokyo area.

Lloyd LaBeach, a native of Jamaica, now a student at the University of California, Los Angeles, appeared capable of jumping 26 feet when he competed for the University of Wisconsin. By choice, La Beach has concentrated on the sprint events.

From Australia Joseph Galli, an outstanding authority on sports, tells us of a revived interest in track and field activities. We have no recent broad jump records on John Treloar who is credited with 9 6/10 and 21 2/10 seconds for the standard sprint races, but our prediction is that he could clear 25 feet. Treloar is 6 feet, 3 inches, in height, 20 years old, and weighs about 182 pounds; apparently possessing both the speed and strength required by a champion.

At this time we know of the abilities of other athletes from Russia, Sweden, and Finland in the hop-step-and-jump. Because of the related techniques of the broad jump and the hop-step-jump, which can permit a shifting of emphasis by these athletes, attention is called to the hop-step-jump efforts of 49 feet, 9 1/4 inches, by Rautio (Finland); 49 feet, 10 7/16 inches by Ahmann (Sweden); and the leading performance of 50 feet, 2 inches, by Zambrimborts (Russia).

The best available mark listed for the present day hop-step-jumpers in the U.S.A. is 46 feet, 5 1/4 inches by Beckus of the Los Angeles A.C. However, with the impetus given each Olympic year, more U.S. athletes will take a whirl at the hop-step-jump than in previous seasons in the hopes of qualifying for the American team.

In the American roll of broad jumpers, there appear individuals who have possibilities of bettering 25 feet during the 1948 season. Herbert Douglas, of the Uni-

versity of Pittsburgh, leaped 24 feet, 10 1/4 inches, and has jumped well during the 1947 season.

John Robertson, while competing for the University of Texas, cleared 24 feet, 10 1/2 inches, last year, and in 1947 placed 2nd (24 feet, 2 1/2 inches) in the National AAU Senior Championships as a member of the San Antonio A. C.

Al Lawrence of the University of Southern California cleared 24 feet, 11 1/2 inches in 1946, but in 1947, after completing the college season as a broad jumper and hurdler, transferred his talents to the decathlon. On July 10-11, attempting the 10-event competition for the first time, he scored 6973 points, reported to be the highest score since 1940.

Bill Lacefield of the University of California, Los Angeles, is credited with a jump of 24 feet, 8 3/4 inches, during the recent track season.

A newcomer to the honor roll is Lorenzo Wright of Wayne University, Detroit, listed as having cleared 25 feet, 9 1/2 inches.

Perhaps the most consistent of the present group of jumpers is Willie Steele of San Diego State College. In 1946 he jumped 25 feet, 1 7/8 inches. At the 1947 West Coast Relays he cleared 25 feet, 10 1/4 inches. The 1947 National Collegiate meet at Salt Lake City was originally scheduled as a night contest on June 20-21, but a rain storm on Friday night caused the preliminary events to be postponed until Saturday afternoon. This was a welcome change for all athletes concerned, including Willie Steele, because the improved weather conditions made possible an outstanding mark—26 feet, 6 inches, in the afternoon preliminaries.

Steele continued to show his caliber by winning the broad jump in the 1947 National AAU, (24 feet, 9 1/4 inches). His best mark is within 2 1/4 inches of Jesse Owens' greatest achievement.

There may be broad jumpers in other parts of the world unpublicized now, but due to reach their peak at London in 1948.

from here and there

(Continued from page 4)

at Tufts this season, has been named head basketball coach at the University of Puerto Rico. . . . The Kansas Association is planning on building its own office building. . . . Clifford Anderson, well-known Philadelphia basketball official, has been appointed freshman basketball coach at La Salle College. . . . Pennsylvania permits its officials to participate in the state benefit plan. A number of other states are considering this, including Oklahoma. . . . Eddie Barbour, backfield coach and scout for the University of Detroit, estimates that he has traveled 100,000 miles on scouting jaunts during the last decade.

* * *

ROBERT GURNEY goes from Medford, Massachusetts, High School to Tufts College as freshman basketball coach. . . . The New Jersey Association requires its members to receive sanction before competing in post-season play. . . . Texas Association voted to prohibit post-season play. Texas also voted to prohibit paying coaches from gate receipts. . . . California is the latest state to appoint a full-time secretary in the person of A. B. Ingham. . . . Teachers salaries for the national average have increased 49 per cent since 1939. This is slightly more than the increase in cost of living, but does not begin to represent the increase that labor has received. . . . Bob Voights, the popular young coach at Northwestern, has quite a sense of humor. It was given its severest test recently in the Michigan game when the Wolverines were having their own way with the less experienced Wildcats. Johnny Kovatch, line coach, handles the field telephone, and Don Heap, backfield coach, is at the other end in the press box. In a particularly exciting moment Don relayed the message to Kovatch to go outside that big end. John told Voights, who jumped up from the bench, and apparently was looking for a substitute to send in with the instructions, but instead turned back to the phone and inquired, "which one."

* * *

ANDY MOGISH, Syracuse University basketball star of last year, has been signed to be freshmen coach at his alma mater. . . . Phil Bucklew, former Cleveland Rams player and coach at Xavier, has been signed at Columbia to handle the ends at the Morningside Heights institution. . . . Bob Davies, outstanding basketballer at Seton Hall, and last year coach at his alma mater, is devoting all his time this year to professional basketball. He is succeeded by Jack Reitemeier, former Purdue player and coach of Seton Hall Prep. Reitemeier's prep teams won one hundred and lost but six.

NEW ITEMS IN EQUIPMENT AND IDEAS

A NEW fencer's mask for use with foil, saber or épée is announced by the Castello Fencing Equipment Company, Inc., 232 East 9th Street, New York City. The new feature of this rugged equipment is the fact that the bib and chin rest, formerly a permanent portion of the mask itself, are now detachable, and can be laundered or replaced by releasing snaps, which attach the bib to the frame. The detachable feature insures sanitary, odor-free equipment.



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WITH Christmas approaching, there is always the problem of what to give your fellow coaches. We think these football bookends will answer many problems in that regard. We've seen them, and the pigskin grain, the lacing, the stitching and even the valve look like the real thing. They are made of bronze plated metal with felt bottom. Six inches high, 5 1/2 inches wide and 3 inches deep, weight per pair 4 pounds. Price per pair \$7.00, with immediate delivery. Educational Products Company, 516 Fifth Avenue, New York 18.



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Baseball Again the National Pastime

(Continued from page 18)

cent increase.

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Football's Little Brother

IN 1934 Stephen Epler originated the game of six-man football, and in the short span of thirteen years it has grown to a point where it is today the sixth sport in number of schools participating. One of every eight scholastic teams playing football today is playing the six-man variety. Its appeal is nationwide with the interest being most strongly centered in the states where there are numerous schools of small enrollment, such as Kansas, Minnesota, Nebraska and North Dakota, to name a few.

Contrary to some beliefs, six-man football is not a passing fad. Instead it is on the increase with something like 12 per cent more schools playing it this year than last. Prior to the war, coaching magazines and coaching schools both jumped on the band wagon by offering material on the six-man game. With one or two exceptions the coaching schools of last summer did not offer material on the sport and of the coaching magazines devoted to all sports, the *ATHLETIC JOURNAL* alone carried material on six-man football. Of the national coaching magazines, only the *ATHLETIC JOURNAL* has carried any material on the game at all since the war.

This is a mistake, as greater rather than less emphasis should be placed on the six-man variety. Six-man offers the smaller schools an opportunity for a year-round program. Prior to the advent of the game, there were few if any sports in which the small schools could compete during the fall season.

It would need very little promoting to greatly increase the number of schools participating in the sport, due to the aforementioned reason that it serves a purpose of rounding out the athletic program for smaller schools.

We would like to see some organization or group of organizations prepare a short film to be used in this type of promotion. The extension divisions of state universities could well lend their offices to distributing the film, and other promotional material. The coaching staffs at state institutions would not be amiss in furthering this sport if only for the personal reason of having more trained personnel from which to pick their squads.

It is also hoped that more coaching schools will next summer offer six-man football as part of their curriculum. There are many capable students of the game available for instructors. In the meantime, we are going to continue to help those who are coaching six-man football by making more material available to them through our pages.

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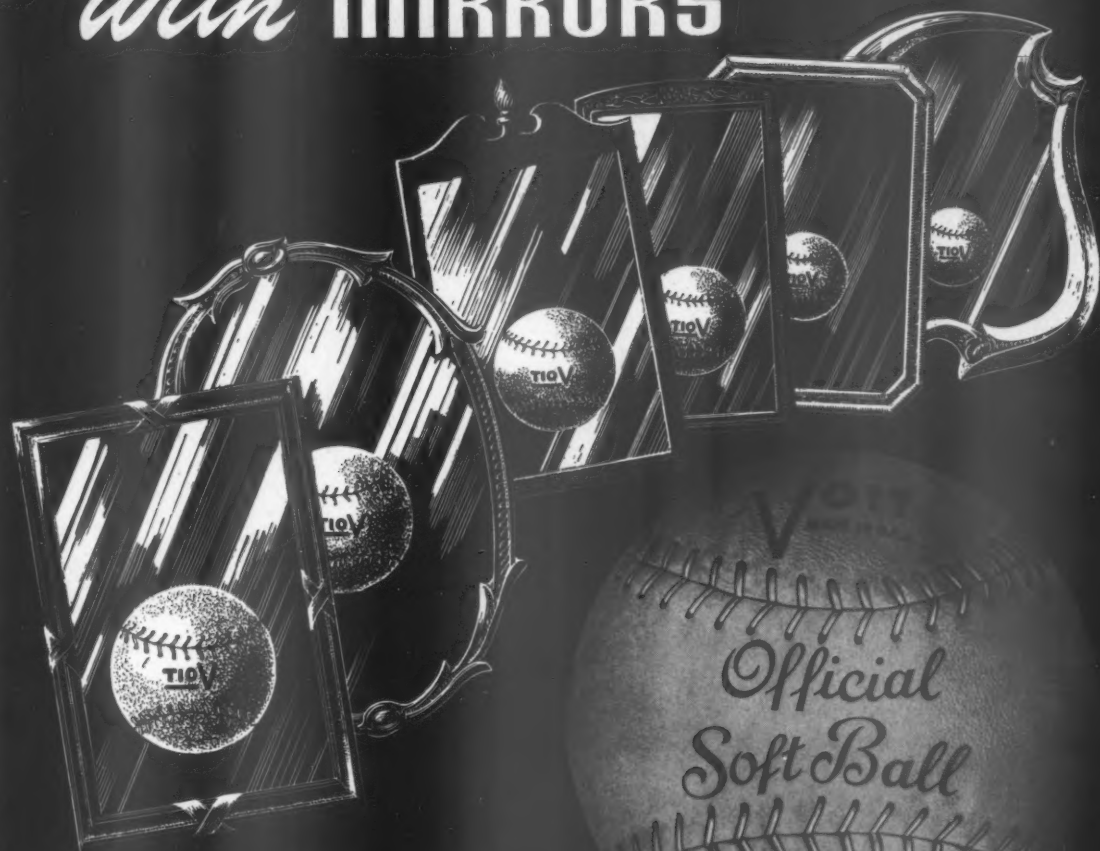
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